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THE AMERICAN UNIVERSITY BULLETIN

Vol. VI

MAY, 1931

No. 5

THE CATALOG NUMBER FOR
1931-32 SESSION

The Graduate School



WASHINGTON, D. C.

THE AMERICAN UNIVERSITY BULLETIN

THE GRADUATE SCHOOL

CATALOG NUMBER FOR 1931-1932

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Calendar

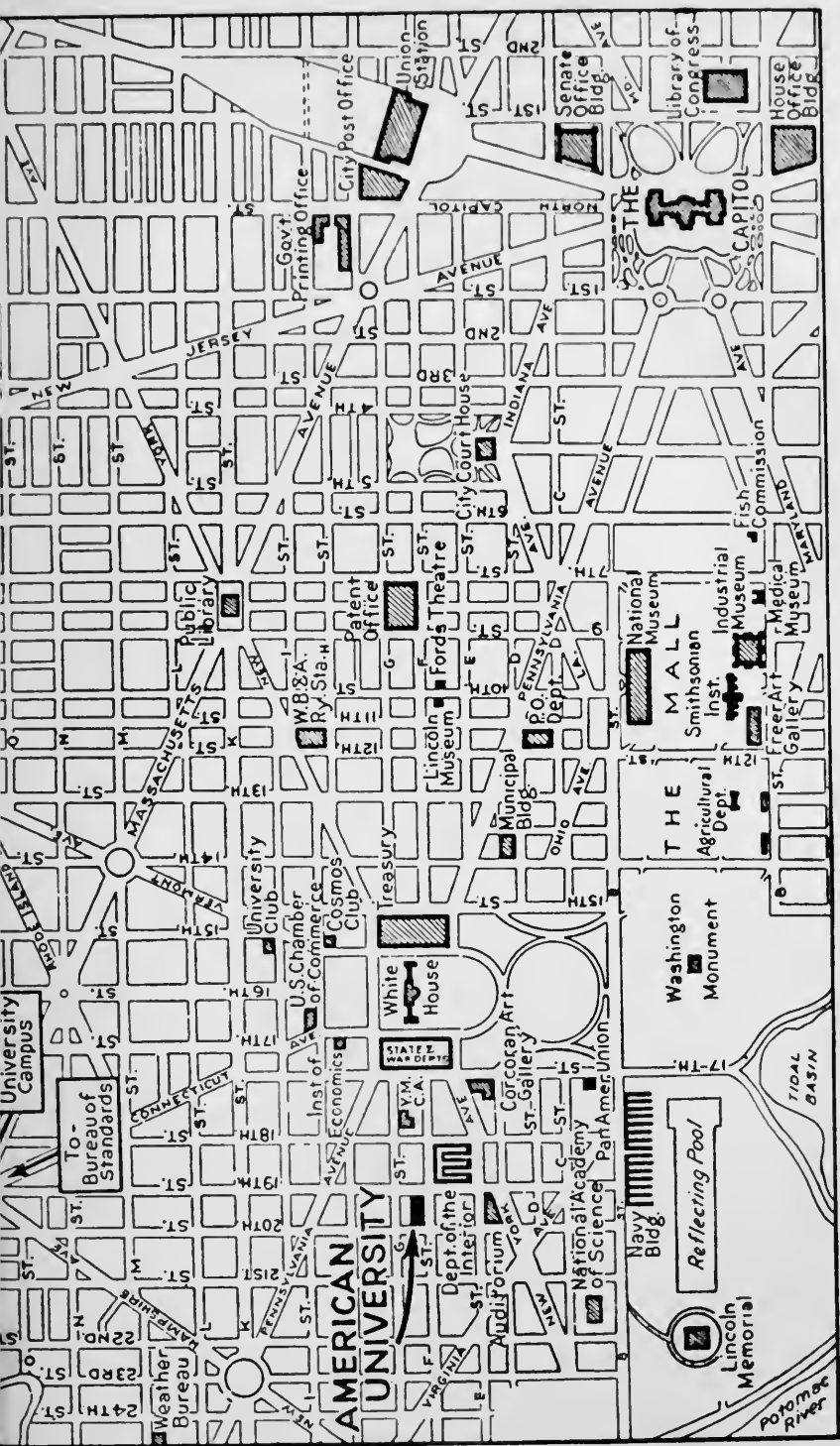
1931-32

1931

Sept. 28-29		Registration.
Sept. 30	Wednesday	Lectures begin.
Nov. 26, 27	Thurs. & Fri.	Thanksgiving recess.
Dec. 21	Monday	Christmas recess begins.

1932

Jan. 4	Monday	Work resumed at 7:30 a. m.
Jan. 21-27,	Inclusive	Examinations and registration.
Jan. 28	Thursday	Work resumed.
Feb. 22	Monday	Holiday.
March 23	Wednesday	Easter recess begins at noon.
March 30	Wednesday	Work resumed at 7:30 a. m.
May 27 to	June 2,	Examinations.
June 6	Monday	Commencement Day.
June 13	Monday	Summer session begins.



WASHINGTON (N. W.), D. C.
Showing location of principal institutions of interest to University students

The Corporation

The American University was incorporated by an Act of Congress of the United States on February 24, 1893. It is under the control of the Board of Trustees consisting at present of forty-three members.

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Terms Expire in June, 1931

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 William Frederick Bigelow, New York, N. Y.
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Terms Expire in June, 1935

- John L. Alcock, Box 994, Baltimore.
Charles W. Baldwin, 226 LaFayette Avenue West, Baltimore.
Clifford K. Berryman, 1754 Euclid Street, Washington.
Jabez G. Bickerton, 2500 19th Street, Philadelphia.
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Wade H. Cooper, Washington, D. C.
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Terms Expire in June, 1939

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Gilbert H. Grosvenor, 1328 18th Street, Washington.
J. Phelps Hand, 100 Maryland Avenue N. E., Washington.
Harry Hoskinson, 3410 Garfield Street, Washington.
Samuel H. Kauffman, 2330 Tracy Place, Washington.
John C. Letts, 3200 Ellicott Street, Washington.
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AUDIT: Mr. P. M. Anderson, *Chairman*; Mr. Grosvenor, and Mr. L. E. Breuninger.

BUDGET: Mr. Letts, *Chairman*; Mr. Church, Chancellor Clark, Mr. Corby, Dr. Hand, and Mr. Roper.

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INSTRUCTION: Dr. Hand, *Chairman*; Mr. Anderson, Chancellor Clark, Mr. Letts, Bishop McDowell, Mr. Showalter, and Dr. H. C. Woolever.

IDA LETTS EDUCATIONAL FUND: Mr. Corby, *Chairman*, and Chancellor Clark and Waldo W. Young.

ADVANCE PROGRAM: Mr. Colladay, *Chairman*; Mr. Letts, Chancellor Clark, Mr. Cooper, Mr. Corby, Bishop McDowell, and Mr. Roper.

History of the University

THE desire to establish in Washington an institution of higher learning devoted to the principles of Protestant Christianity was expressed soon after the Civil War; but not until twenty-five years later was the desire carried out. The leader of the movement to establish a university in Washington was Bishop John Fletcher Hurst, of the Methodist Episcopal Church.

He purchased the site, now occupied by the College of Liberal Arts, in 1890. In 1893 a charter for The American University was granted by Congress, and a Board of Trustees was organized. Then Bishop Hurst began the courageous and arduous task of raising funds for buildings. The first building (now the Hurst Hall of History) was completed in 1898.

The first unit of the University to be established was the Graduate School. This was formally opened by President Wilson on May 27, 1914, and some work was offered during the following year. In 1920 the University purchased property on F Street between Nineteenth and Twentieth Streets and offered instruction in two schools—the Graduate School of Arts and Sciences and the Graduate School of Diplomacy and Jurisprudence. The name of the latter was changed in 1924 to the Graduate School of the Political Sciences.

The establishment of the College of Liberal Arts was approved by the Trustees in June, 1924, and the College was opened on September 23, 1925. In January, 1926, the Trustees adopted a plan of reorganization, consolidating all of the graduate work in the one Graduate School and creating a senior college to be known as the School of the Political Sciences with junior and senior courses leading to the degrees of Bachelor of Political Science and Bachelor of Science. The School of Political Sciences was conceived as an adjunct of the Graduate School and to succeed the Graduate School of Diplomacy and Jurisprudence.

Officers of Instruction

LUCIUS CHARLES CLARK, Chancellor.

A. B., Cornell College, 1893; S. T. B., Boston University, 1897; D. D., Upper Iowa University, 1904; graduate student, Glasgow, Scotland, 1910-11.

WALTER MARSHALL WILLIAM SPLAWN, Dean and Professor of Economics.

B. A., Yale, 1908; M. A., Yale, 1914; Ph. D., University of Chicago, 1916; LL. D., Howard Payne College, 1922; Baylor University, 1926; professor of economics, University of Texas, 1919-1928; president, University of Texas; member of Railroad Commission of Texas; referee under settlement of War Claims Act, 1928-1930; special counsel to the House Committee on Interstate and Foreign Commerce, 1930.

FRANK WILBUR COLLIER, Professor of Philosophy.

A. B., Johns Hopkins, 1896; S. T. B., Ph. D., Boston University, 1899 and 1910; Christian ministry, 1897-1914; American University; director of research and professor of philosophy, 1914-1920; dean of Graduate School of Arts and Sciences and professor of philosophy, 1920-1927.

ELLERY CORY STOWELL, Professor of International Law.

A. B., Harvard, 1898; Graduate of Diplomatic Section, Ecole Libre des Sciences Politiques, Paris, 1906; Docteur en Droit, University of Paris, 1909; assistant professor of international law, University of Pennsylvania, 1910-13; lecturer in international law, 1913-1914, assistant professor, 1914-16, associate professor of international law, 1916-18, Columbia; secretary adjoint 2nd Peace Conference, The Hague, 1907, and secretary of delegation of Panama to same conference; secretary American delegation, Naval Conference, London, 1908-1909.

GEORGE STEWART DUNCAN, Professor of Oriental History and Literature.

A. B., Williams College, 1885; A. M., Princeton, 1887; B. D., Princeton, 1888; Ph. D., Dickinson, 1894; archaeological exploration, Egypt, Palestine and Syria, 1911; fellow and lecturer in Assyriology, Johns Hopkins, 1910-18.

CHARLES CALLAN TANSILL, Professor of History and International Relations.

A. B., Catholic University, 1912; A. M., *ibid.*, 1913; Ph. D., *ibid.*, 1915; Ph. D., Johns Hopkins, 1918; assistant professor, American history, Catholic University, 1915-16; acting director, legislative reference service, Library of Congress, 1921-28; visiting professor in American history, Johns Hopkins, 1920-30, Albert Shaw lecturer in Johns Hopkins, 1931.

WILL HUTCHINS, Professor of Fine Arts.

A. B., Yale, 1901; B. F. E., Yale, 1909; director of education with the Italian Army during World War; associate editor "Christian Art"; lecturer, Columbia, 1913.

JOHN HENRY GRAY, Professor of Economics.

A. B., Harvard, 1887; Ph. D., University of Halle, 1892; studied in Paris, Vienna and Berlin, 1889-1892; professor of economics, Northwestern University, 1892-1907; University of Minnesota, 1907-1920; Carlton College, 1920-1925; examiner, Interstate Commerce Commission, 1917-20, and 1925-28; president, American Economic Association, 1914.

IRVIN STEWART, Professor of Government.

LL. B., Texas, 1920; B. A., M. A., 1922; Ph. D., Columbia, 1926; instructor in government, University of Texas, 1922-25; adjunct professor, 1925-1926; assistant solicitor, Department of State, 1926-28; associate professor of government, University of Texas, 1928-29.

HARRY MILES JOHNSON, Professor of Psychology.

A. B., Mo. Valley College, 1909; Ph. D., Johns Hopkins Univ., 1912; Lecturer in Psychology, Univ. of Minn., 1921-23; Asst. Professor, Psychology, Ohio State U., 1923-25; Senior Fellow, Mellon Inst., Univ. of Pittsburgh since 1925.

OSWALD SCHREINER, Consulting Professor in Chemistry.

Ph. G., Maryland College of Pharmacy, 1894; B. S., University of Wisconsin, 1897; M. S., University of Wisconsin, 1899; Ph. D., University of Wisconsin, 1902; instructor in physical chemistry, University of Wisconsin, 1902-03; chief of division of soil fertility investigations, Department of Agriculture, Washington, D. C., since 1906.

CURTIS FLETCHER MARBUT, Consulting Professor in Geology.

B. S., University of Missouri, 1889; A. M., Harvard, 1895; LL. D., University of Missouri, 1916; professor and curator of geological museum in University of Missouri, 1899-1913; director of soil survey of Missouri, 1905-13; in charge soil survey in United States Department of Agriculture since 1910.

HARRY CHURCH OBERHOLSER, Consulting Professor in Zoology.

M. S., George Washington University, 1914; Ph. D., *ibid.*, 1916; ornithologist, United States Biological Survey, 1895-1914; assistant biologist, 1915-23; biologist since 1924.

NOLAN D. C. LEWIS, Consulting Professor of Psychology.

M. D., University of Maryland; director, clinical psychiatry in St. Elizabeth's Hospital.

WALTON COLCORD JOHN, Adjunct Professor of Education.

A. B., George Washington University, 1914; A. M., *ibid.*, 1915; Ph. D., *ibid.*, 1918; instructor in Spanish, *ibid.*, 1913-18; specialist in U. S. Office of Education, Department of the Interior.

KNUTE E. CARLSON, Adjunct Professor of Foreign Trade.

A. B., University of Nebraska, 1915; graduate assistant, University of Nebraska, 1915-17; A. M., University of Nebraska, 1917; Harrison Fellow, University of Pennsylvania, 1917-18; Ph. D., University of Pennsylvania, 1919; economist at the War Trade Board, 1918-19; economist, Department of State since 1919.

CLEONA LEWIS, Adjunct Professor of Economics.

Ph. B., University of Chicago, 1917; A. M., University of Chicago, 1921; member of research staff and chairman of statistical committee, Institute of Economics, Washington, D. C.

ERNST CORRELL, Assistant Professor of Economic History.

Ph. D., Munich; sometime Fellow "Bayerische Akademie der Wissenschaften"; professor of economics, Goshen College, 1924-28; economist, Central Office of German Shipowners having claims under "The Settlement of War Claims Act of 1928," Washington, D. C., 1928-29.

BLAINE FREE MOORE, Ph. D., Lecturer in Government.

A. B., Kansas, 1901; A. M., Illinois, 1908; Ph. D., Columbia, 1912; instructor in government, University of Michigan, 1909-1910; assistant professor of political science, George Washington University, 1910-13; professor and chairman of department of political science, University of Kansas, 1915-21; assistant manager, Finance Department, U. S. Chamber of Commerce.

WILLIAM RAY MANNING, Lecturer in Latin-American History.

A. B., Baker University, 1899; A. M., University of Kansas, 1902; Ph. D., Chicago, 1904; instructor in economics and history, Purdue University, 1904-07; assistant professor diplomatic history, College of Political Sciences, George Washington University; adjunct professor, Latin-American and English history, George Washington University, 1911-17; associate professor of Latin-American history, University of Texas, 1917-19; economist, Division of Latin-American Affairs, Department of State, Washington, D. C., since 1918.

WILLIAM ALFRED REID, Lecturer in the Principles of International Commerce.

Foreign trade adviser of the Pan-American Union.

WILLIAM CATTRON RIGBY, Lecturer in Administrative Law.

A. B., Ph. B., Cornell College, 1892; A. M., 1896; LL. B., Northwestern, 1893; lieutenant-colonel, Judge Advocate General's Office, in charge for the governments of the Philippine Islands and Porto Rico of all their cases in the United States Supreme Court and in the Circuit Court of Appeals of the United States.

KNIGHT DUNLAP, Lecturer in Social Psychology.

Ph. B., University of California, 1899; A. M., Harvard University, 1902; Ph. D., Harvard University, 1903; instructor in psychology, University of California, 1902-06; since 1916, professor of experimental psychology, Johns Hopkins University.

CHARLES STILLMAN MORGAN, Lecturer in Economics.

A. B., Michigan, 1914; Ph. D., Yale, 1920; principal economist, Interstate Commerce Commission.

WILLIAM HARRISON S. STEVENS, Lecturer in Economics.

A. B., Colby University, 1906; A. M., George Washington University, 1909; Ph. D., University of Pennsylvania, 1912; instructor in economics, Columbia, 1912-15; professor of business management, Tulane, 1915-16; lecturer in marketing and finance, University of Maryland, 1920-24; professor, same, 1924-25; lecturer in marketing and business organization, Johns Hopkins, 1926; assistant chief economist, Federal Trade Commission, 1917 to date.

LEIFUR MAGNUSSON, Lecturer in International Relations.

A. B., University of Minnesota, 1905; graduate study in economics, George Washington University, 1910-11; LL.B., Georgetown Law School, 1915; American representative, International Labor Office, League of Nations, since 1924.

CLYDE B. AITCHISON, Lecturer on Interstate Commerce Law.

B. Sc., Hastings College, 1893; A. M., University of Oregon, 1915; LL. D., Hastings College, 1918; member of the Interstate Commerce Commission since October 5, 1917 (chairman, 1919-20 and 1925).

HENRY B. HAZARD, Lecturer on Naturalization.

LL. B., University of Oregon, 1916; LL. M., 1923; D. C. L., 1925; American University; chief counsel, Bureau of Naturalization, United States Department of Labor

GREEN HAYWOOD HACKWORTH, Lecturer on International Claims.

A. B., George Washington University; LL. B., Georgetown University Law School; counsel for the United States, 1922-25, in all matters coming before the International Joint Commission under the Boundary Waters Treaty of 1909, between United States and Great Britain; appointed solicitor, Department of State, 1925; delegate to The Hague Conference for the codification of International Law, 1930.

WILLIAM R. VALLANCE, Lecturer on International Conferences.

A. B., Rochester, 1898; LL. B., Columbia, 1914; president of the Federal Bar Association; has been State Department representative at several diplomatic conferences and negotiations.

WINIFRED RICHMOND, Lecturer in Psychology.

B. S., Ohio University, 1910; M. A., Clark, 1915; Ph. D., Clark, 1919; psychologist, St. Elizabeth's Hospital, 1921, to date.

RAYMOND ALEXANDER KELSER, Lecturer on Pathology and Bacteriology.

D. V. M., George Washington University, 1914; A. M., American University, 1922; Ph. D., American University, 1923; professor of pathology and bacteriology in the Army Medical School, Washington, D. C.

JOSEPH CLEMENT SINCLAIR, Lecturer in Philosophy.

A. B., Johns Hopkins University, 1914; A. M., American University, 1926; Ph. D., 1929, lecturer in Philosophy in School of Liberal Arts, American University, 1929.

FREDERICK GALE TRYON, Lecturer on Mineral Economics.

M. A., University of Minnesota, 1916; economist, U. S. Bureau of Mines.

OSCAR EDWARD KIESSLING, Lecturer on Mineral Economics.

M. A., University of Wisconsin, 1925; Ph. D., Robert Brookings Graduate School, 1927; economist, U. S. Bureau of Mines.

FREDERICK F. BLACHLY, Lecturer in Government.

A. B., Oberlin University, 1911; Ph. D., Columbia University, 1916; professor of government, University of Oklahoma, 1916-25; staff member, Institute for Government Research of Brookings Institution since 1925.

HAROLD OTIS COZBY, Lecturer on Physiology.

A. B., University of Texas, 1920; M. D., University of Texas, 1924; assistant in neuropsychiatry, U. S. Naval Hospital.

LEWIS MERIAM, Lecturer in Government.

M. A., Harvard University, 1906; LL. B., National Law School, 1908; at various times technical expert and statistician to a number of national and state boards, commissions and legislative committees; staff members, Institute for Government Research of Brookings Institution since 1910.

HAROLD GOLDER, Lecturer in English Composition.

B. A., Carleton; Ph. D., Harvard.

CHARLES OSCAR HARDY, Lecturer in Economics.

A. B., Ottawa University, 1904; Ph. D., Chicago, 1916; professor of history and and associate professor U. of Chicago, 1918-22; lecturer and asst. professor, University of Iowa, 1922-24; member of staff of Institute of Economics, 1924 to date.

WILLIAM P. BARTEL, Lecturer on Railway Service and Operation.

LL. B., Georgetown, 1915. Director of Service of the Interstate Commerce Commission.

ROY OREN BILLET, Lecturer in Education.

B. Sc. in Education, Ohio State University, 1923; M. A., *ibid.*, 1927; Ph. D., *ibid.*, 1929; Specialist in School Adm. U. S. Office of Education, 1930; staff member, National Survey of Secondary Education, 1930.

EDWIN G. NOURSE, Lecturer in Agricultural Economics.

B. A., Cornell University, 1906; Ph. D., University of Chicago, 1915; Director of Institute of Economics.

LEWIS C. GRAY, Lecturer in Agricultural Economics.

B. A., William Jewell College, 1900; M. A., *ibid.*, 1903; LL. D., *ibid.*, 1927; Ph. D., University of Wisconsin, 1911; principal agricultural economist in charge of Division of Land Economics.

CLARENCE LEROY HOLMES, Lecturer in Agricultural Economics.

A. B., University of Michigan, 1907; Ph. D., University of Wisconsin, 1920; Principal Agr. Economist, in charge, Division of Farm Management and Costs, 1929 to date.

OSCAR CLEMEN STINE, Lecturer in Agricultural Economics.

Ph. B., Ohio University, 1908; Ph. D., University of Chicago and Harvard University; Agr. Economist, charge of statistical and historical research, Department of Agricultural Economy.

ERIC ENGLUND, Lecturer in Agricultural Economics.

B. S., Oregon State Agr. College; A. B., University of Oregon; M. A., University of Wisconsin; graduate work, Harvard and University of Chicago; Chief, Division of Agricultural Finance, Bureau of Agricultural Economics.

C. J. GALPIN, Lecturer in Rural Sociology.

B. A., M. A., Litt. D., Colgate University; M. A., Harvard University; in charge, Division of Farm Population and Rural Life, Department of Agriculture.

DAVID L. WICKENS, Lecturer in Agricultural Economics.

A. B., Morningside College; A. M., University of Chicago; Agricultural Economist, Div. of Agr. Finance, Dept. of Agriculture, 1926 to present.

RUSSELL C. ENGBERG, Lecturer in Agricultural Economics.

M. S., University of Minnesota; Ph. D., Columbia University; formerly member of teaching and research staffs of Iowa State College, University of Minnesota and University of Idaho; statistician-economist in Federal Farm Loan Bureau.

ANDREW W. MCKAY, Lecturer in Agricultural Economics.

B. S., Cornell University; pomologist, fruit storage and transportation investigations, Dept. of Agr., 1908-14; vice-president and sales manager, Southern States Produce Distributors, 1919-21; senior agr. econ. (cooperative marketing), Dept. of Agr., 1921-29; chief, Div. of Coop. Mark., Federal Farm Board.

AMY JANE ENGLUND, Lecturer in Education and Psychology.

B. S., University of Missouri; M. A., University of Chicago; Asst. Professor, Household Econ., Kansas St. Agr. College, 1920-22; Prof. of Household Econ. and Head of Dept., Kansas St. Agr. Col., 1922-26; Observation and practice in Ruggles Nursery School, Boston; attended staff meetings and observed work in Dr. Thomas' Habit Clinics, Boston.

ESTHER CAUKIN, Lecturer in International Relations.

A. B. Mills College, 1924; Ph. D. Stanford University, 1927; Geneva School of International Studies and Geneva Institute of International Relations, summer of 1927; since 1927, secretary of the Committee on International Relations, American Association of University Women.

MARY DABNEY DAVIS, Lecturer in Education.

A. B., Ph. D. Teachers College, Columbia University, 1925; Specialist in Office of Education in Primary Education.

LYNN R. EDMINSTER, Lecturer on Tariff Policies.

B. A., Harvard University, 1916; Principal Economist in the Foreign Agricultural Service Division of the Bureau of Agricultural Economics.

JAMES I. HOFFMAN, Lecturer in Chemistry.

A. B., Franklin and Marshall College, 1918, Ph. D., American University, 1930.

PHILIP G. WRIGHT, Lecturer on Tariff Policies.

A. B., Tufts College, 1884; M. A., Harvard University, 1887; Member of staff of Institute of Economics.

ANTONIO ALONSO, Instructor in Spanish.

M. A., Indiana University, 1922; Instructor in Spanish, Purdue University, 1921-25; Technical Assistant of Intellectual Cooperation, Pan-American Union, 1925 to date.

General Information

The American University began as a Graduate School and has always emphasized graduate instruction. The Graduate School is not an afterthought or the grafting of an alien idea on an older college of the traditional type. The officers of instruction in the Graduate School, while not representing every field of study, recognize within their respective departments the obligation to cultivate productive scholarship and to prepare advanced students for writing, for teaching, for research, or for public service.

The special fields in which The American University accepts responsibility for graduate instruction within limits specified in the detailed description of courses, are: Philosophy, International Law and Relations, History, Government, Economics, Education and Psychology, Fine Arts, and Physical Science.

Local Background of the University's Program

In every country the political capital offers resources for graduate research and training in certain fields which from the nature of the case can not be matched elsewhere; and this is conspicuously true of the National Capital of the United States. While Washington does not compete in wealth, commerce, or industry with many larger cities, it has, on the other hand, great libraries, museums, laboratories, and, in various departments of the Government, technical scientific equipment such as can be found in no other center of population. These facilities, like the churches, cathedrals, and higher institutions of learning in the National Capital, are not a mere local possession. They belong to and are the pride of the nation. Even more important than these material resources is the related fact that the National Capital includes in its population an exceptionally large number of distinguished scientists, capable administrators, technical experts, and public-spirited citizens who create an atmosphere favorable to the pursuit of scientific studies and the cultivation of a serious interest in the social and political sciences. In the permanent population of the National Capital there will always be found an exceptional

number of young men and women who are attracted by the rewards which belong to disinterested public service, whose ambitions lie in this direction rather than in the amassing of wealth or in such careers as may more naturally be found in commercial and industrial centers. Thronging the scientific bureaus of the Federal Government and the university classrooms in Washington, as in the capitals of other nations, will always be found an exceptional number of mature and eager students. Many of them are public servants who enjoy official relations with one another and with distinguished scientists quite aside from any academic association. Under such conditions the particular task of the University becomes inspiring and clearly defined.

The American University, while claiming no monopoly of such national resources, accepts its place as an institution of higher education whose program is based upon its location, its exceptional opportunities, and the special needs of its natural clientele. Certain subjects which are considered essential in other universities may be subordinated here or perhaps omitted altogether. Other subjects, important in themselves, may be left mainly to neighboring institutions which have special facilities or were earlier in the field; but in the departments in which The American University does offer graduate instruction, the aim is to maintain the highest standards of scholarship, to guide the student in utilizing to the full not only its own teaching and other facilities but also such resources as are available in the official archives, libraries, museums, and scientific activities of the capital.

For its teachers and students alike, the University seeks stimulating and educational contact with American and foreign scientists, diplomats, and experts in various fields. Such leaders of thought cordially receive students when properly introduced and guided.

While old world archaeology, general history, and especially the European culture which affords the immediate background of American civilization are not neglected, and while their importance in any general system of university instruction is fully recognized, nevertheless, the Graduate School of The American University proposes to emphasize increasingly American history,

American international relations, American literature and drama, American art and archaeology, American education, and the study of American economic and political problems.

As indicated in the summary of the institution's history on another page, the University shares the original religious background of most eastern universities and it preserves this common spiritual attitude without formal ecclesiastical affiliation. It recognizes a definite responsibility to clarify and evaluate those beliefs upon which modern civilization depends, and it seeks to examine them fearlessly and constructively. In accordance with the emphasis which the University placed upon the study of American thought, it accepts the obligation to investigate and formulate the spiritual values essential to a sound national life.

Facilities for Research in Washington

The Graduate School is located in the northwest quarter, near the center of the city, within a short distance of the White House; the State, War, and Navy Building; the Departments of Interior, Treasury, and Commerce; the Interstate Commerce Commission, the Civil Service Commission, the Federal Trade Commission, the Tariff Commission, the Power Commission, the Bureau of Agricultural Economics, the Corcoran Art Gallery, the American Red Cross, the Pan-American Union, and the National Academy of Sciences.

There are some two hundred libraries in Washington, most of which are open to the student for reference and research.

At 1901 and 1907 F Street are the special departmental collections of the library of The American University for the immediate use of students of the Graduate School and the School of the Political Sciences.

The Library of Congress is the third largest library in the world. Its location makes it easily accessible. According to recent but always enlarging figures, it has 3,907,304 books and notable collections of 1,015,000 maps, 465,000 prints, and 1,025,000 pieces and volumes of music. Every facility is offered to university students for the use of this great library.

Equally hospitable is the District Public Library, Central Building at 8th and K Streets N. W., with 320,000 volumes, 800 magazines on file, and 60,000 mounted pictures. This library is rich in material relating to the history and activities of institutions of the District of Columbia.

The famous library of the Surgeon General of the Army has 650,000 books and pamphlets and 1,608 magazines relating to medical art and science.

The library of the Bureau of Education, in the Interior Department, across the street from the University, is quite as unparalleled in its own field as is the Surgeon General's library in medicine, or the Library of Congress among general libraries. It has 175,000 books and 500 magazines on file.

The Geological Survey, also in the Interior Department, contains 192,800 books, 40,555 maps and 268,000 pamphlets on file.

The Bureau of Railway Economics has a library in the Transportation Building, open to students and the interested public. It contains 100,000 books, magazines, pamphlets and maps, invaluable to the investigator.

The Coast and Geodetic Survey, New Jersey Avenue and B Street S. E., has 25,000 books of interest to students of engineering economics.

The State Department has a rich collection of works on international law, foreign relations, domestic and foreign laws, etc., which may be consulted by students properly introduced. It has 125,000 volumes.

In the library of the United States Supreme Court and in the Law Library of Congress will be found the laws of all the States, and also the texts of the laws of foreign countries.

The Carnegie Endowment for International Peace maintains a library at 2 Jackson Place N. W., with 37,500 catalogued volumes and pamphlets and over 200 current periodicals and newspapers. In this library are a number of valuable special collections, including the publications of the League of Nations, the Hague Permanent Court of Arbitration, and the Permanent Court of International Justice.

The United States Chamber of Commerce maintains a commercial library with some 12,000 volumes and pamphlets, including the publications of the foreign chambers of commerce and files of the house organs of the various chambers of commerce in the cities of the United States.

The library of the Department of Agriculture, 12th and B Streets S. W., has one of the best collections of agricultural literature, covering the sciences allied with agriculture, such as plant pathology, animal pathology, and farm management. About 165,000 books and pamphlets are in this collection.

In the scientific library of the Patent Office, 8th and F Streets N. W., there are about 100,000 books and 600 current magazines, useful in the study and adjudication of patents.

The reference library of the Volta Bureau, 1601 31st Street N. W., is made up of works on the education of the deaf and on the ways and means of ameliorating their condition. It has nearly 10,000 books and magazines.

The Naval Observatory has a library at Massachusetts Avenue and W Street N. W., representing the best collection of astronomical literature in the Western Hemisphere. It has 36,000 volumes and 80 technical magazines.

The library of the National Museum, B Street and the Mall, contains more than 169,300 volumes and 105,716 unbound papers, relating mainly to the natural sciences.

Other similar resources are to be found in the Children's Bureau, the Women's Bureau, the Bureau of American Ethnology, the Public Health Service, the Smithsonian Institution, and the Bureau of Standards. The last named institution maintains a staff of six hundred scientific specialists.

The manuscript materials available in Washington for research in the social sciences are just as extensive and are even more significant than the printed materials. Although there has never been any attempt to estimate the number of pieces of manuscript material in the Library of Congress, it is generally admitted by scholars that this collection is without an equal in the United States. Not only does it contain the public papers and the personal correspondence of a large number of the Presidents of the

United States, but there are also accessible to students the intimate papers of many representative Americans. It is safe to say that no student interested in American history can afford to overlook the rich opportunities that the Library of Congress affords.

In American diplomatic history the Library of Congress is rapidly gathering a collection of pertinent materials of unrivaled value. Thanks to the generosity of John D. Rockefeller, Jr., and to the vision and unusual ability of the Librarian of Congress, Dr. Herbert Putnam, there will soon be available an immense amount of source material bearing directly upon America's foreign relations. Photographs are now being taken of manuscript materials in the foreign offices of most of the important European states, and these photographic reproductions are now coming to the Library of Congress at the rate of a half a million pieces a year. Copies of the instructions and dispatches in the British Foreign Office relative to the United States for the period from 1791 to 1858, are now ready for the use of students.

The vast collection of manuscript materials in the Department of State supplements in a very complete manner the collections in the Library of Congress. Fortunately, the Department of State has adopted a most liberal policy; students are permitted to examine the diplomatic correspondence between the years 1789 and 1906. For this period alone the collection amounts to 3,000 volumes of manuscript material.

In the Treasury Department there is a wealth of pertinent data available for anyone interested in the administration of that department. Part of this material consists of the so-called Executive Correspondence, which comprises the letters sent by the Secretary of the Treasury to the President, to the other Cabinet officers, and to Senators and Representatives. There is also a file of General Correspondence which contains the letters sent to, and received from, officials of various states, merchants, importers, and individuals interested in fiscal administration.

To any student interested in the financial history of the United States there is significant material in the Bank Correspondence in the Treasury Department, which consists of letters to and from both foreign and domestic banks. The Public Lands Correspond-

ence would be of distinct value to any investigator working in the field of public land administration in the United States. The Treasury Department also has the papers of the Confederate Treasury Department, which shed a great deal of light upon the fiscal problems of the Confederate Government.

In the War Department there is much material that is essential for an understanding of the administrative problems connected with the successive wars in which the United States has been engaged. There is also much illustrative material on the administration of the Confederate War Department.

The archives of the Department of Justice are of fundamental importance to every student of American constitutional history. In some two hundred volumes is contained the correspondence between the Attorneys-General and the Presidents of the United States, between the Attorneys-General and Congress. In the instructions given to United States attorneys and marshals there is much information on the enforcement of the neutrality laws of the United States. Other letters in this series reveal much that is significant with reference to the history of the Judiciary in the South, 1863-1881.

The archives in the Post Office Department are of interest in various fields of American history. The letter-books of the Postmasters General afford an insight into every phase of postal policy. There is important material on the delivery of abolitionist literature in the ante-bellum South; the establishment of the railway mail service; and the financial difficulties during the middle period of American history.

In the Navy Department there is an unusual amount of valuable material. In the so-called Officers' Letters, the Masters' Letters, the Commanders' Letters, the Captains' Letters, and in the Admirals' Letters, there are data available to make possible a definitive study of naval administration in the United States. These letters also are of value in affording additional light on certain questions in American diplomatic history.

No less important are the archives in the Department of the Interior. There are many papers relating to the suppression of the slave trade, and to the different schemes for colonizing the

negroes. There is also an interesting series of Territorial Papers which includes the materials referring to the Federal Territories since 1873. In this series there is data on such diverse topics as Affairs in the District of Columbia; polygamy in Utah; the Cuban Expeditions of 1850-51; and the project of a Pacific railway. Attention should also be called to the voluminous records in the General Land Office relative to the administration of the public lands in the United States.

In the Department of Commerce are the original schedules of the censuses thus far taken. To the student of economic history these records are of inestimable value, but they are available only under special permission.

For the student of public law there are the briefs in, and records of, cases before the Supreme Court, the Court of Claims, the Interstate Commerce Commission and other judicial and quasi-judicial bodies. In many instances these are extremely valuable aids in the understanding of problems and their solutions; in some cases they are really monuments of research. The numerous instances in which Congress has conferred special powers upon the courts of the District of Columbia in connection with particular legislation make the records of these courts of great interest and importance. Decisions and commentaries of all kinds are readily available. In the field of comparative public law the resources of Washington are most satisfactory. The collection of statutes, decisions, decrees, ordinances, regulations, commentaries, monographs and periodicals in this field can be duplicated in but few cities in the entire world.

Because of limitations of space it will be impracticable to include in this short statement any specific reference to research facilities in the fields of psychology, sociology, geography, or economics.

From this brief survey of the materials available in Washington for research in the social sciences it is apparent that there is no other place in the world where a student is offered such unparalleled facilities. It is of even greater interest to note that these opportunities have up to the present time been largely neglected by students throughout the United States.

Admission to the Graduate School

Students are admitted to the Graduate School after receiving the degree of Bachelor of Arts or its equivalent from a college or scientific school of approved standing. On admission to the University the student is required to present a complete transcript of undergraduate work, and of any graduate courses for which advanced standing is desired. Admission to the Graduate School does not imply that the student is accepted as a candidate for an advanced degree. This is determined by the Faculty on the recommendation of the Dean and the professor in charge of the major subject.

Registration

All students are required to register in the office of the Dean at the beginning of each of the two semesters of the academic year. On registering, the student is expected to present, on a blank supplied for the purpose, a statement of the courses for which he desires to register, approved by the professor in charge of the major subject. Special students registering for only one course should obtain the signature of the instructor in charge of the course.

Periods and Credits

The normal length of the lecture or discussion period in the Graduate School is seventy-five minutes, one and a half times as long as the usual academic period. Accordingly, each two-period course completed satisfactorily yields three academic credits (i.e., three academic semester hours). By special vote of the Faculty, a seminary course in which more than the normal amount of work is actually required, with corresponding increase of tuition fee, may receive extra, not to exceed double, credit.

Admission to Candidacy

Not later than the first of November of the year in which they expect to appear for final examination, and preferably in the first year of residence, those who desire to be admitted to candidacy will file with the Dean an application on a prescribed form, providing for a record of credits already obtained, the course taken

in the current year, the subject selected for thesis, and a general outline of the student's program as a whole. Together with this application the student must give evidence of proficiency in the use of any modern language considered by the instructors to be essential for the successful prosecution of the studies to be undertaken. Candidates for the degree of Doctor of Philosophy will be required to show such proficiency in at least two modern languages, other than English, one of which must ordinarily be German or French.

The M. A., M. S., and M. P. S. Degrees

The degree of Master of Arts, the degree of Master of Science, and the degree of Master of Political Science are conferred after at least one year of residence in the Graduate School, resulting in academic credits of at least twenty-four semester hours, twelve of which will ordinarily be in one department of study. The remaining twelve may be in another or in two other departments.

In connection with the work done in the major department, the student is expected to write a thesis on a topic approved by the instructor in charge of the major subject and by the Faculty when passing upon admission to candidacy. Four printed or typewritten copies of the thesis must be filed with the Dean not later than April first.

The Ph. D. Degree

The degree of Doctor of Philosophy may be conferred on a candidate who has completed not less than three full years of resident graduate study or the equivalent, in addition to the thesis. Of these at least one year must be spent in residence at The American University. Study for a specified time and satisfactory standing in particular courses will not be regarded as sufficient ground for conferring the degree. The preliminary evidence of capacity for research or for scholarship required on admission to candidacy must be supported by the work done in the University and especially by the character of the thesis to which reference is made in a later paragraph. Not less than one-half nor more than three-fourths of the time of the candidate for the doctor's degree should ordinarily be devoted to his major department of study.

With the consent of the instructor in charge of the major subject, however, certain courses may be included in closely related fields. The selection of minor subjects must be approved by the instructor in charge of the major subject and by the Faculty.

The candidate for the doctor's degree is required, as a part of the work in his major subject, to write a thesis, which must give evidence of original investigation and should constitute a contribution to the knowledge of the subject treated. Four copies of the thesis in prescribed form must be furnished not later than April first of the year in which the examination is to be held; and, after approval of the thesis, the candidate is required:

1. To furnish to the University one hundred printed copies of his thesis; or
2. To file a satisfactory bond that one hundred copies will be furnished within two years; or
3. To furnish one hundred reprints of an abstract, digest or selected parts of the thesis in some recognized scientific journal; this publication to be satisfactory to the instructor in charge of the major department and to be approved by the Faculty.

The Faculty will conduct the final examination of candidates for all degrees conferred in the Graduate School, and will recommend successful candidates to the Chancellor and Trustees of the University.

The preparation of a doctor's thesis serves primarily to test the candidate's ability to do mature, original work in his chosen field. It also provides opportunity for him to perfect the tools and technique required for successful scientific writing. The student should aim to identify himself with the subject on which he writes, to make it, in a sense, his own. It is preferable, therefore, that the subject be of the candidate's own selection; in fact, ability to suggest one or more promising subjects is a real test of the candidate's fitness to proceed with this part of his graduate program. The topic should be carefully scrutinized to determine whether it is one on which original work can be done and definitive results

obtained. The work others are doing in the same field should be ascertained, and careful examination should be made of the existing literature to make certain there are opportunities for constructive work. However well done, a dissertation which duplicates to a considerable degree the work of others or which rests primarily on a cultivation of secondary rather than original sources, cannot receive consideration. Originality consists in assembling and interpreting new data or putting a new interpretation on existing data. In the development of a bibliography, in perfecting a method of attack, in putting the treatment in its broad setting in relation to a period of time or to other fields of knowledge, the candidate is expected to show judgment and familiarity with sources; he is also expected to take the initiative and to assume full responsibility for results. The style should be clear; any distinction of writing which the candidate can command will serve him in good stead. Either a journalistic or a ponderous style should be guarded against. A dissertation does not merit approval if it does not represent a complete marshalling of all ascertainable pertinent data; the failure, through incomplete cultivation of the field or incompatibility of viewpoints, to reckon with all phases of a question stamps the product as one lacking the scientific characteristics required in a doctor's thesis. The reader should be able to follow every step of the writer's development of the subject; documentation should be accurate and complete. No minimum length can be set; it is significant, however, that in the social sciences a creditable thesis rarely falls below 300 typewritten pages. The equivalent of the greater part of a year's uninterrupted working time should be set aside for the dissertation. While faculty guidance is available and consultation with a designated advisor should be had at regular intervals, the candidate should look upon the preparation of his dissertation as an opportunity for self-development and for making himself a place in the field of scholarship. To embrace such an opportunity fully the candidate should look to himself rather than to others and should call out every latent resource at his command. The preparation of a doctor's thesis should be regarded as a piece of scientific work. That is, its object is to discover and set forth the truth, and to the

extent that the truth is indeterminate, to array impartially the evidence which points to one or another conclusion. In the social sciences judgments must often be based on incomplete evidence; the task of the research scholar is to enable his reader to form a judgment on the basis of all the available evidence, rather than to convince him that the writer's own views are correct. There is no place in a doctoral dissertation for the technique of the debater.

Fees

A matriculation fee of five dollars is payable upon admission to the University.

The tuition fee is one hundred fifty dollars a semester, payable in advance.

For late registration (after the tenth day of the semester).....	\$5.00
For payment of tuition (a week after due).....	3.00
Special or extra examination.....	5.00
For change of course.....	1.00

A Library and incidental fee of two dollars and a half is charged for each semester.

All candidates receiving a degree from the University will pay at least one full year's tuition for the last year of resident study.

Students registered for less than full work will pay fifteen dollars each semester per period of seventy-five minutes. In case extra credit is given in any course, because of supplementary work, there will be a corresponding increase of tuition fee.

Those who have taken the degree of Doctor of Philosophy in The American University may take additional courses at one-half of the regular tuition rates.

Not to exceed one-half of the tuition fees paid may be refunded in case of withdrawal because of sickness or other causes beyond the student's control.

Special terms are granted to ordained ministers and missionaries.

A diploma fee of ten dollars is payable before graduation.

For laboratory courses in Psychology and Statistics, fees covering costs of materials will be charged.

Submission of Theses

A candidate for a degree is required to deposit in the registrar's office four bound copies of the thesis on or before April first. The original copy and one carbon should be on a good grade of letter paper and the other two carbons on a good grade of onion skin paper. In order that all theses may be uniform in appearance it is requested that the student obtain the binders and paper at the registrar's office. The following order should prevail in the arrangement of the thesis: title-page, vita, table of contents, subject matter, and bibliography.

Fellowships

The faculty may grant annually, subject to the approval of the Board of Trustees, fellowships as follows:

Swift Foundation

The late Mrs. Gustavus Franklin Swift founded this fellowship to help graduates of the Garrett Biblical Institute to become more proficient as Christian leaders. The endowment produces an annual income of \$500 to \$600. The applicant must be recommended by the Garrett Biblical Institute.

Massey Foundation

Under the will of the late Hart A. Massey \$50,000 was left to The American University, the income of which is now used for fellowships for students from Canada. In case of deficiency of applications, others may be considered. The stipend is \$1,000.

Four Fellowships for 1931-32

For the academic year 1931-32, there is offered one fellowship of \$1,500 in each of the following Departments:

International Law and Relations
History
Government
Economics

A graduate of any recognized college may apply for these fellowships. Preference will be given to students who have already had one year of graduate work in the field of their specialization.

Phi Delta Gamma National Sorority

A center of social and professional inspiration to the women students of the Graduate School is Alpha Chapter of Phi Delta Gamma National Sorority, which has an active membership of about thirty. There are three other chapters of this organization, Beta at George Washington University, Washington, D. C., Gamma at Johns Hopkins University, Baltimore, Md., and Delta of Ohio State University. The regular meetings of Alpha Chapter are held in the Women's Lounge at 1901 F Street, which was furnished by the joint efforts of the Women's Guild and the Chapter. A reception is given by the sorority each fall in honor of the trustees, faculty and students. Several other functions, such as teas, dinners, and picnics, are also given during the year. It is expected that the sorority will grow in usefulness and service to the University.

The Chi Psi Omega Fraternity

This fraternity is represented in The American University by John Marshall Chapter. Any graduate student of law, jurisprudence or philosophy is eligible to election as an active member. The purpose of the fraternity is to inspire greater interest and faith in higher education by an organization to make for mutual scholastic encouragement by affording wholesome intellectual intercourse and social comradeship among its members.

Description of Courses

DEPARTMENTS

- I. PHILOSOPHY.
- II. INTERNATIONAL LAW AND INTERNATIONAL RELATIONS.
- III. HISTORY.
- IV. GOVERNMENT.
- V. ECONOMICS.
- VI. EDUCATION AND PSYCHOLOGY.
- VII. FINE ARTS.
- VIII. PHYSICAL SCIENCES.

Note

Courses numbered below 600 are open to juniors and seniors in the School of the Political Sciences and in the College of Liberal Arts under the regulations of their respective faculties and to auditors by special permission.

Those numbered 600 and above are open only to graduate students.

Courses not given in the academic year 1931-32 are printed in smaller types and enclosed in brackets. They are listed here with an indication as to when they are to be given for the guidance of students in planning their general program.

Odd numbered courses are given in the first semester and even numbered courses in the second.

Each department begins a new series with 500 and 600, respectively. The numbers below 500 are used in the University's undergraduate College of Liberal Arts and in the School of Political Science.

Philosophy

PROFESSOR COLLIER, PROFESSOR JOHN, PROFESSOR HUTCHINS,
DR. SINCLAIR

The courses in philosophy are so arranged that the classroom work, which covers the principal problems in philosophy, may be covered in three years. The research should be done simultaneously, but the time element is not so important in this phase of the work as is the ability of the student to demonstrate that he is able to carry on independent investigation.

For courses in Philosophy of Human institutions and Aesthetics see descriptions under those headings.

501. **THEORY OF THOUGHT AND KNOWLEDGE.**—The meaning and scope of Philosophy, the general nature and conditions of thought, perception, the significance of the categories, the notion, the judgment, inference, proof explanation, structural fallacies, deduction and induction.

Theoretical and practical possibility of philosophical scepticism, realism and idealism, apriorism and empiricism, the distinction between knowledge and belief.

The classroom work will consist of discussions and criticisms of the foregoing problems. Research work will be assigned to students. Individual work will be arranged for each student and monthly papers will be presented to the instructor. Not given in 1931-32.

First Semester.—Professor Collier. Two periods a week.

502. **METAPHYSICS.**—The consideration of the aim and field of metaphysics will be followed with the investigation of the problems of (1) Ontology—Appearance and Reality, Being, the Nature of Things, Change and Identity, Causality, and the Nature of the World-Ground; (2) Cosmology—Space, Time, Motion, Matter, Force, and the Cosmic Mechanism; (3) Psychology—The Soul, the Relation of Soul and Body, Mental Mechanism, Freedom and Necessity.

The classroom work will consist of discussions and criticisms of the problems as stated. Research work will be assigned for each student, and monthly papers will be presented to the instructor. Not given in 1931-32.

Second Semester.—Professor Collier. Two periods a week.

503. **PHILOSOPHY OF HISTORY.**—As a person's philosophy is his attitude toward life he may discover what is his philosophy by seeking to interpret his experience as a whole by the reflective intellect. Thus it will be seen that every individual has a philosophy; for everyone has an attitude toward life. So groups of individuals, the family, the tribe, the city,

the state, the nature, historic and contemporary, have their peculiar philosophies which are the keys to their history. Just now the pressing problem is to what extent can a unit of these diverse contemporaneous groups, which are the result of long historic development, be realized. Unification has been realized on its material size by practically instantaneous communication, and, for thought purposes, space and time have been abolished. To the problem of a possible spiritual unity of mankind, a unity of thought and feeling, the philosophy of history seeks to find a solution.

First Semester.—Professor Collier. Two periods a week.

504. **THE PHILOSOPHY OF JESUS CHRIST.**—Jesus Christ was not a formal philosopher. His thought was intuitive and His method was poetical and popular in form. Yet His teachings deal with those fundamental attitudes toward life which determine a man's actions toward God, his fellow men, and the physical universe. Not given in 1931-32.

Second Semester.—Professor Collier.

505. **THEISM**—Religion, its origin and rational ground, the unity, intelligence, and personality of the World-Ground; the metaphysical attributes of the World-Ground; the relation of God to the world; the ethical nature of the World-Ground; Theism and Practical Life.

In the classroom there will be discussions and criticisms of these problems as stated above, and independent research work will be required of each student. Individual work will be assigned, and monthly papers will be presented to the instructor.

First Semester.—Professor Collier. Two periods a week.

506. **ETHICS.**—This course will cover the fundamental ethical ideas, Good, Duty, and Virtue; the principal schools of Ethics, Egoism, Hedonism, Utilitarianism, Intuitionism, the Evolutionary Ethics, the Ethics of the Individual, of the Family, and of Society.

The classroom work will consist of discussion and criticisms of these problems as outlined by the instructor. Independent research work will be required of students. Individual work will be assigned, and monthly papers will be presented to the instructor.

Second Semester.—Professor Collier. Two periods a week.

- 603-604. **INTRODUCTION TO SCIENCE.**—This course is intended to acquaint the student with the basal principles of general science—its meaning and scope, its aim and method. Attention is given to the scientific mood and its relation to the emotional and the practical moods, and the relation of science to philosophy, to art, to religion, and to practical life.

First and Second Semesters.—Professor Collier. Two periods a week.

- 605-606. **PHILOSOPHY OF RELIGION.**—The Relation of Philosophy to Religion. The essential nature of Religion. Religion and the Problem of Knowledge. Religion and the Ontological Problem. The Divine

attributes, Omnipotence, Omniscience, Omnipresence, God as Personal and Ethical. The Problem of Evil. The Destiny of Man. Independent research work will be required of students. Individual work will be assigned. Papers will be presented to the instructor monthly.

Professor Collier. Given every third year. Not given in 1931-32.

- 607-608. HISTORY OF PHILOSOPHY.—The entire first year will be given to the history of Philosophy. Classroom work will consist of the discussion and criticism of the main problems of each philosophical system. The standard works on the History of Philosophy will be followed, with readings from the original sources. Independent research work will be required of students, and individual work will be assigned, papers being presented to the instructor monthly.

First and Second Semesters.—Professor Collier. Given every third year.

- 609-610. INDUCTIVE PHILOSOPHY.—The purpose of this course is to give mature students the opportunity to examine by observation and experiment the details found in experience for the purpose of discovering the underlying foundations of thought, knowledge, and being. The aim is to cover during the academic year all the fundamental problems of philosophy, and to seek their significance for the understanding of experience and the guidance of life.

The course will run throughout the year, no one being admitted to the second semester who has not taken the work of the first semester and shown proficiency therein.

First and Second Semesters.—Professor Collier. Not given in 1931-32.

International Law and Relations

PROFESSOR STOWELL, PROFESSOR TANSILL, PROFESSOR STEWART, DR. CAUKIN
AND SPECIAL LECTURERS

501-502. THE PRINCIPLES OF INTERNATIONAL LAW.—This course is designed to give an understanding of the fundamental principles of International Law and to develop the application of these principles in reasonable detail as respects the leading topics of the law. Lectures supplemented by the study of leading cases involving questions of International Law decided by both municipal and international tribunals. These cases will be used not merely by way of illustrating the principles laid down by the writers of authority, but for the study of the development of principles according to the case method of instruction. The course is recommended for students preparing to enter the Foreign Service of the United States.

First and Second Semesters.—Professor Stowell. Two periods a week.

503-504. THE LAW OF INTERVENTION.—A study of the international law rights enforced through intervention and of the regulations governing recourse to remedial force. The restrictions and limitations recognized by the law of war in order to prevent, in so far as possible, an abusive use of force.

First and Second Semesters.—Professor Stowell. Two periods a week.

505-506. INTERNATIONAL LAW PROCEDURE.—International Law as applied by courts and administrative officials. This course is given under the direction of Professor Stowell by lecturers who have had actual practical experience.

First Semester.—One period a week. The Procedure of International Conferences and the Negotiation and Interpretation of Treaties, Mr. William R. Vallance (5 lectures). The Regulation of Immigration (4 lectures), Dr. Henry B. Hazard.

Second Semester.—One period a week. The Law of International Arbitration and International Claims.

The Law of Nationality (4 lectures), Dr. Henry B. Hazard; The Law of International Claims, Rules and Practice of the Department of State Governing the Presentation of Claims (5 lectures), Mr. Green H. Hackworth; The Law of Arbitral Procedure, Including the Rules of Evidence before Arbitral Tribunals (5 lectures), Dr. William C. Dennis.

507-508. THE LEAGUE OF NATIONS AND INTERNATIONAL ORGANIZATION.—The development of international organization. International conferences and machinery. The expansion of international jurisdiction. The constitution and membership of the League of Nations—origins of the Covenant, the Covenant, Membership. The Assembly and Council—origin and importance, their mutual relations and general description.

The Secretariat-staff, sections and departments, work, and accomplishments. The International Labor Organization—origin, the Peace Conference, the Labor Charter, Part XIII of the Treaty of Versailles, nature and competence, organization and functions, relations with the League, membership, the General Conference, the Governing Body, the International Labor Office.

Intensive study of the working of the League, the progress accomplished and the methods for the dealing with problems that have arisen. Definite problems and the interplay of forces which have moulded the League are stressed.

The Permanent Court of International Justice—constitution, organization, jurisdiction, procedure, the Court and Arbitral Tribunals, the Permanent Court and the League of Nations.

First and Second Semesters.—Dr. Caukin. Two periods a week.

International Relations

509-510. THE CONDUCT OF FOREIGN RELATIONS.—This course will deal with the organization of foreign offices and foreign services; the various agencies of government bearing upon foreign relations and how they operate; the problem of popular control and of popular education in the foreign relations of governments; the manner in which foreign relations actually are conducted, and similar problems.

First semester will be a lecture course; the second semester will be conducted as a seminar.

First and Second Semesters.—Professor Stewart.

511-512. INTERNATIONAL RELATIONS AND WORLD POLITICS.—In this course special attention is given to such controlling factors as nationalism, imperialism, and militarism. The economic aspects of world policy are duly emphasized, and the following topics carefully considered: general principles of investment diplomacy; financial supervision; practice of armed protection; historical background of commercial diplomacy.

First and Second Semesters.—Professor Tansill. Not given in 1931-32.

513-514. INTERNATIONAL RELATIONS AND WORLD POLITICS.—An intensive survey of American Imperialism since 1900. The Caribbean policy of the United States will receive extended consideration.

First and Second Semesters.—Professor Tansill. One period a week.

AMERICAN DIPLOMACY, 1776-1930.—The purpose of the courses given in American diplomacy is to acquaint students with the outlines of American foreign policy from the period of American Revolution to date. The expansion of Europe beginning in the middle of the fifteenth century led to an international race for empire with the American continent as a much-coveted prize. This European background of American

diplomacy is indicated in the first of three courses on American foreign relations.

515. **AMERICAN DIPLOMACY, 1776-1823.**—A survey of the beginnings of American foreign policy. Some of the topics to be considered will be as follows: French Policy and the American Alliance. Relations with Spain, 1783-1795; Recognition Policy of the United States; Neutral Trade; Difficulties with France and England; Diplomacy of the War of 1812; Relations with Latin America; Monroe Doctrine.
First Semester.—Professor Tansill. Two periods a week.
516. **AMERICAN DIPLOMACY, 1823-1861.**—In the middle period of American diplomacy the relations between the United States and Great Britain are of increasing importance, and emphasis is given to such topics as the Oregon Boundary Controversy, the Webster-Ashburton Treaty, the Clayton-Bulwer Treaty, and the Canadian Reciprocity Treaty of 1854.
Second Semester.—Professor Tansill. Two periods a week.
517. **AMERICAN DIPLOMACY, 1861-1928.**—In this general survey of American foreign policy from the Civil War to the present time some of the topics to be considered will be as follows: Great Britain and the American Civil War; Seward's Foreign Policy; Relations with German Empire, 1871-1900; Blaine and Pan-Americanism; America's Case Against Germany; Washington Conference.
First Semester.—Professor Tansill. Not given in 1931-32.
518. **AMERICAN DIPLOMACY IN THE ORIENT, 1784-1928.**—American relations with the Orient are of increasing significance, and in this course the development of American policy is carefully studied. Basic principles such as the Open Door policy and the consistent support of Chinese territorial integrity are studied in relation to their historical background.
Second Semester.—Professor Tansill. Not given in 1931-32.
519. **CONTEMPORARY WORLD POLITICS.**—The integrating and disintegrating forces in contemporary international life will be considered in this course. The following topics will receive special attention: the operation and influence of international organization; recent treaties ensuring world peace—the Locarno Conventions and the Kellogg Pact; war debts and reparations; constitutional government and democracy; the challenge of fascism and communism; modern imperialism in the Near and Far East; problems of oppressed nationalities.
First Semester.—Dr. Caukin. Two periods a week.
- 601-602. **INTERNATIONAL LAW SEMINAR.**—The work of the Seminar will consist of reports, conferences and discussions, relative to assigned topics or in the special field of the student's research. The purpose will be at one and the same time to test the student's ability to conduct independent investigations and to focus the research efforts of the whole

group upon the important present-day problems of International Law. Students majoring in international law are required to take part in the Seminar, which is also open to other qualified students.

The Seminar will be under the general direction of Professor Stowell, but Professors Tansill and Stewart will cooperate in supervising the work of students interested in their fields of study. Others specially conversant with the practical application of international law will be invited to participate in the discussions.

First and Second Semesters.

History

PROFESSOR TANSILL, PROFESSOR DUNCAN, ASSISTANT PROFESSOR CORRELL
AND DR. MANNING

AMERICAN HISTORY, 1776-1928

In the following courses in American political history special attention is devoted to the economic, social, and political aspects of American development.

501. AMERICAN HISTORY, 1776-1829.—In this course the basic factors in American development are emphasized: nascent nationalism; political principles and growth of parties; economic origins of Jeffersonian democracy; problems of fiscal administration; rise of sectionalism; American culture.

First Semester.—Professor Tansill. Not given in 1931-32.

502. AMERICAN HISTORY, 1829-1861.—The inauguration of President Jackson marked a new era in American history. Special attention will be directed to the implications of Jacksonian democracy: the influence of the frontier; abolition of property qualifications for public office; humanitarian aspects of the new social philosophy. The educational development during this middle period will receive extended notice.

Second Semester.—Professor Tansill. Not given in 1931-32.

503. AMERICAN HISTORY, 1861-1884.—A survey of the main currents in American political history from the outbreak of the Civil War to the election of Cleveland in 1884. Among the topics to be considered will be the following: the economic basis of Southern Secession; the Day of the Confederacy; Collapse of the South; Leadership of Lincoln; Lincoln's Plan of Reconstruction; Congressional Reconstruction; Liberal Republican Movement; Rise of Big Business; Tariff Policies; Third Party Movements.

First Semester.—Professor Tansill. Two periods a week.

504. AMERICAN HISTORY, 1885-1928.—In this concluding course in American political history the industrial evolution of the United States will be treated in detail. Attention will also be given to political expressions of agrarian discontent such as the Populist Party and the Farmer-Labor party. Constitutional problems resulting from the increase in Federal powers will be given adequate consideration.

Second Semester.—Professor Tansill. Two periods a week.

513-514. AMERICAN BIOGRAPHY, 1880-1900.—In this course an attempt will be made to interpret American development in terms of outstanding personalities.

First and Second Semesters.—Professor Tansill. One period a week.

ORIENTAL HISTORY AND ARCHAEOLOGY

There are two courses in Oriental History and Archaeology. All lectures are supplemented by stereopticon views, photographs and visits to museums. Topics for investigation are assigned. Reference reading in the more important works is required.

505-506. PREHISTORIC MAN 500,000 B. C. to 5,000 B. C.—This course will cover the following main topics: Origin and antiquity of earth; geologic ages; fossils; primitive plant and animal life; ice ages; climate; origin of man; homes; language; writing; family; religion; morals; inventions and industries; prehistoric materials in Genesis I-XI. The course gives the prehistoric background for the history of Egypt, Babylonia and Assyria.

Books recommended: H. F. Osborn, "Men of Old Stone Age"; J. M. Tyler, "New Stone Age in Northern Europe," 1921; G. G. MacCurdy, "Human Origins, 1924; H. F. Cleland, "Our Prehistoric Ancestors," 1928; N. Fasten, "Origin Through Evolution," 1929; C. A. Ellwood, "Cultural Evolution," 1924; G. F. Moore, "Birth and Growth of Religion," 1923; D. G. Brinton, "Religion of Primitive Peoples," 1897; F. B. Jevons, "Introduction to History of Religion," 1896; G. S. Duncan, "Biblical Archaeology," 1928; G. S. Duncan, "Prehistoric Man," 1931.

First and Second Semesters.—Professor Duncan.

Not given in 1931-32.

507-508. HISTORY OF EGYPT, BABYLONIA AND ASSYRIA.—This course will cover the following main topics: physical nature of the lands; influence of geographic environment; origin of these peoples; their history; literature; culture and religion; relation to Israel; influence upon civilization; causes of decline and fall; history of excavations; inscriptions; antiquities. The course gives the background for the history of the Hebrews. Books recommended: J. H. Breasted, "History of Ancient Egyptians," 1908; A. Erman, "Life in Ancient Egypt," 1894; G. Maskers, "Egyptian Archaeology," 1914; G. Steindorff, "Religion of Ancient Egyptians," 1905; R. W. Rogers, "History of Babylonia and Assyria," 1915; A. T. Olmstead, "History of Assyria," 1923; M. Jastrow, "Civilization of Babylonia and Assyria," 1915; P. S. P. Handcock, "Mesopotamian Archaeology," 1912; M. Jastrow, "Religions of Babylonia and Assyria," 1898; G. F. Moore, "History of Religions," 1913; G. A. Barton, "Religions of the World," 1917; Articles on Egyptian, Babylonian and Assyrian Religions in Hastings' "Dictionary of Bible," Vol. V, 1904.

First and Second Semesters.—Professor Duncan. Two periods a week.

509-510. GENERAL HISTORY OF LATIN AMERICA.—A brief review of political, cultural and economic conditions which motivated their colonial expansion opens the course. A study of the discovery, conquest, and colonization of their American dominions precedes an examination of the ante-

cedent civilizations of the various subjugated indigenous peoples. Then follows a rapid survey of the three centuries of paternalistic colonial control which preserved but exploited and oppressed the natives and, together with the decadence of the mother countries and the European international conflicts in which they were involved, prepared the way for the emancipation struggle whose triumph resulted in the birth of the many nations collectively known as Latin America. A comprehensive exposition of the governmental, economic and cultural development of each of the countries during the century of their independent existence, and of their more important international relations concludes the year's work.

First and Second Semesters.—Dr. Manning. Not given in 1931-32.

- 511-512. **LATIN AMERICA IN WORLD POLITICS.**—A survey of the international relations of the Latin American countries. In this course not only are the more important Pan-American problems studied objectively, but the many intricate questions resulting from the expansion of European civilization into the Latin American Regions are carefully considered and suggested solutions offered. The following topics will be given detailed examinations: Anglo-American rivalries south of the Rio Grande; German interests and activities; Italian trade and immigration; French aggression; the Pan-Hispanic movement.

First and Second Semesters.—Dr. Manning. Two periods a week.

ECONOMIC HISTORY

538. **THE ECONOMIC GROWTH OF AMERICA: THE INFLUENCE OF ITS EUROPEAN HERITAGE AND ITS INDEPENDENT DEVELOPMENT.**—The multifarious forces in the development of the American national economy provide for a classical study in economic history proper. The compass of this course includes the cultural and racial aspects in the transfer of European factors beginning with the Colonial period. This will form a background for the description of the emergence of American economic independence. The growth of American capitalism from its early extensive aspects determined by the westward movement; the causes of its recent rapid development on an intensive scale; its economic impact on the world at large will be the subject of historical analysis. Emphasis will be placed on such topics as transportation, mass production, democratic standards of consumption and the historical prerequisites involved inasmuch as they have taken on a definite national character. The work will be based on authoritative primary source material such as Callender's "Selections from the Economic History of the United States, 1765-1860" (1909) and Flügel and Faulkner's "Readings in Economic and Social History of the United States" (1929).

Second Semester.—Assistant Professor Correll. Two periods a week. Not given in 1931-32.

539-540. EUROPE DURING THE PERIOD OF MERCANTILISM (circa 1500 to the end of the 18th century.) The various lines of development from feudal bondage taking the agrarian organization of Germany and England as examples. Status of towns, guilds and trade. Effects of church reformation on economic legislation. Growth of the money-economy and beginnings of advanced forms of business organizations. Early banking in Italy and England. Formation of national economic units. The bearing of war and of changes in war technique on economic life. The commercial utilization of geographic discoveries; effects on trade, industries and agriculture. Portuguese-Spanish, English, French and Dutch methods of colonial expansion overseas and the aspects of mercantile policies in general.

An historical analysis will be given throughout the course of early capitalistic phenomena including the "economic spirit" and its alleged changes under the influence of the Protestant movement.

First and Second Semesters.—Assistant Professor Correll. Two periods a week.

541-542. ECONOMIC LIFE IN 19TH CENTURY EUROPE.—Survey of resources, mechanical equipment, organization of production and of commerce immediately preceding the French Revolution. Critical analysis of the complex term "Industrial Revolution" by accounting for the interplay of forces bringing about radical changes in agriculture and industry and drastic shifts in population wherever transformation to the machine process took place. England's development producing, as it were, the pattern for modern economy will be given primary attention. Historical development of the increasing alliance between science and production. Beginnings of mass-production. Changes in the means of transportation and communication. Steam-railway and steamship as revolutionizing factors. Reorganization of European and extra-European market areas, industrially as well as agriculturally. Political and other conditions making for the rise of Germany as an industrial nation. Europe becoming the industrial workshop and financial center of the world. Commercial rivalries and their reflection in national issues of free trade and tariff protection. The emergence of neo-mercantilistic policies in trade relations and in the colonial state enterprises of England, France, and Germany. Characteristic social reactions of industrialization and their expression in labor movements, trade organizations and social legislations.

First and Second Semesters.—Assistant Professor Correll. Two periods a week.

543-544. EUROPE IN ITS RECENT ECONOMIC DEVELOPMENT.—Continuation of economic growth under strengthened influence of corporate forms of business and new methods of industrial finance. Development of Switzerland as an international center of intercorporate relationships. Further

progress in the "Westernization" of Eastern Europe. Electrical power as a new source of industrial energy and the changes therefrom. Review of cyclical phenomena in their historical sequence. Cartels in Germany, trusts in England, and their controlling effects on national and international business. Increasing pressure to secure foreign markets and control of resources. The World War in its economic setting and as a test of economic strength. Domestic and international realignments following the peace-treaties. The shifting of the financial control from Europe to the United States of America. Problems of reconstruction. Adjustments through rationalization. The aspects of "Americanization" of industrial and commercial technique. Tendencies in the unification of economic Europe. Inter-European and world debt settlements. Post-war Russia as a new factor in the economic and social life of Europe.

First and Second Semesters.—Assistant Professor Correll. Not given in 1931-32.

Government

PROFESSOR STEWART, DR. MOORE, COL. RIGBY, DR. BLACHLY, MR. MERIAM

501-502. UNITED STATES CONSTITUTIONAL LAW.—General principles of constitutional law; a study of decisions of the Supreme Court marking the boundaries of state and national powers, determining the powers of the several agencies of government, and defining the rights of the individual under the American constitutional system.

First and Second Semesters.—Professor Stewart. Not given in 1931-32.

503-504. LEADING CASES IN CONSTITUTIONAL LAW.—The course consists of an intensive study of a number of cases which have played a very important part in the development of the governmental system of the United States. The political and economic background, facts, proceedings in state or lower federal courts, briefs of attorneys, opinions in the Supreme Court, and the influence of the decision upon later developments in the United States are considered in connection with each case. It is advisable that each student shall have had, or shall be taking concurrently, a course in constitutional law.

First and Second Semesters.—Professor Stewart. Two periods a week.

507-508. ADMINISTRATIVE LAW.—A consideration of the subject of judicial control over administrative action in the United States. Among the topics treated are the distinction between executive, judicial, and legislative functions; administrative discretion; conclusiveness of administrative determination; administrative and judicial proceedings for relief against actions of administrative officers. Not given in 1931-32.

511-512. NATIONAL ADMINISTRATION.—A study of the administrative organization of the national government, opening with a survey of the general principles underlying administration, followed by a detailed examination of the governmental departments with a view of determining their present functions. This is followed by proposals regarding more systematic assignment in functions to the various departments.

First and Second Semesters.—Dr. Moore. Not given in 1931-32.

513. PERSONNEL ADMINISTRATION IN PUBLIC SERVICE.—The importance of personnel administration in the public service is discussed. The question is raised as to whether the efficiency of public service does not depend primarily on personnel and the conditions of employment. The reasons for establishing a central personnel agency in populous jurisdictions to assist the chief executive, the budget authorities, the legislative body and the operating officers in departments and institutions in dealing with certain personnel matters are developed. The functions of the public personnel agency are taken up in some detail, especially the selection of employees for entrance into and promotion in the service, the regulation of conditions in the service and the separation of employees

from the service including retirement systems. The fundamental importance of the classification of positions on the basis of duties and responsibilities as a necessary instrument for effective personnel administration is emphasized, the methods of classification described and the use of classification in salary standardization discussed. Factors affecting the good will of the employees and their efficiency are considered. Questions regarding the relationship of high entrance requirements for the public service and democracy are raised. The organization and procedure of the central personnel agency is presented. Special consideration is given to the relationships of the personnel agency to the chief executive and to the operating officers of departments and institutions.

First Semester.—Mr. Meriam. Not given in 1931-32.

- 517-518. PROBLEMS IN PUBLIC ADMINISTRATION.—This course will take up the more important problems of public administration, and will show how they are handled in the United States, France, England and Germany. The problems will include: the organization of the administrative system; the relationship of the administration to the legislature and to the judicial system; methods of controlling the administration; budget administration; tax administration; accounting administration; educational administration; and the administration and the control of economic enterprises.

These problems will be divided into sub-problems and each of these will be discussed in a comparative way.

First and Second Semesters.—Dr. Blachly. Two periods a week

- 519-520. GOVERNMENT OF OUTLYING TERRITORY.—Nature of territorial government by the United States; constitutional power to acquire and hold territory; distinction between territories and states; how far the Constitution "follows the Flag"; possessions: unorganized territories; organized territories.

First Semester.—Colonel Rigby. Two periods a week.

521. STATE GOVERNMENT.—A descriptive study of the political organization and functions of the states as operating organizations. Among the topics considered are: relation between the states and the national government; origin and development of state constitutions; organization and functions of the legislature, executive and judiciary; the problem of centralization of administration; elections; proportional representation; initiative, referendum and recall; state finances; relation between the state and local subdivisions.

First Semester.—Dr. Moore. Two periods a week.

523. MUNICIPAL GOVERNMENT.—A study of the various types of city government. The course includes a study of the government of the District of Columbia. Not given in 1931-32.

525. PRINCIPLES OF PUBLIC ADMINISTRATION.—An examination and analysis of the principles underlying the organization and operation of the administrative branch of government.

First Semester.—Mr. Meriam. Two periods a week.

- 531-532. COMPARATIVE GOVERNMENT.—The most important problem common to all governments will be discussed, first, as to the nature of the problem; second, as to the various solutions which have been devised in different countries and under different conditions. The problems will include: The nature of the constitution, the location of the constituent authority, the legal basis of the modern state, the head of state, his powers and functions, the cabinet, the legislative authority, the judicial authority, and the inter-relations, checks, balances and controls existing among the various organs of government.

The governmental systems studied will be chiefly those of France, England and Germany, with constant references for the sake of comparison, to the United States and to other governments. An endeavor will be made to see how each problem studied is conditioned by many historical, social, economic and political factors, so that no ready-made solution can be expected to meet all cases; yet the comparative study is expected to be fertile in suggesting possible lines of improvement. The organic view of government, and the emphasis upon the examination of common problems rather than the descriptive study of separate systems, should foster an intelligent and pragmatic attitude toward the evolution of government institutions.

First and Second Semesters.—Dr. Blachly. Not given in 1931-32.

- 533-534. COMPARATIVE CONSTITUTIONAL LAW.—A study of the constitutions of a number of European states to show the modern trend of thought regarding the fundamental law in republican governments. For comparative study each constitution is divided into four sections: organization of the state; organization of the government; individual rights and immunities; welfare clauses. Not given in 1931-32.

542. PRINCIPLES OF POLITICAL SCIENCE.—This course includes a discussion of some of the major problems in the theory and practice of government. It is assumed that the student has some familiarity with existing practices and theories and the course is not designed so much to develop a knowledge of these as it is to emphasize their relative merits. The various theories regarding the origin of the state are examined, and the question of sovereignty discussed in the light of the world's recent political developments. Theories underlying constitution making and the relative merits of rigid and flexible constitutions are considered. The strength and weaknesses of centralized, federated and confederated states will be discussed. The problems involved in the selection of the chief executive are examined. The principles on which legislative rep-

resentation is based and in general the various theories underlying the methods whereby democracy has expressed itself through representative government are discussed. The functions and duties of the state will be examined and the *laissez faire* idea contrasted with the socialistic theory.

Second Semester.—Dr. Moore. Two periods a week.

601-602. SEMINAR IN CONSTITUTIONAL LAW.—The seminar is devoted to a consideration of particular problems in constitutional law chosen by agreement between the instructor and the student.

First and Second Semesters.—Professor Stewart.

603-604. SEMINAR IN GOVERNMENT.—The seminar is devoted to a consideration of particular problems in the general field of government and administration chosen by agreement between the instructor and the student.

First and Second Semesters.—Professor Stewart and the staff of the department.

Economics

PROFESSOR SPLAWN, PROFESSOR JOHN H. GRAY, ADJUNCT PROFESSOR CARLSON, ADJUNCT PROFESSOR LEWIS, DR. MORGAN, DR. STEVENS, ASSISTANT PROFESSOR CORRELL, MR. AITCHISON, DR. HARDY, MR. REID, MR. TRYON, DR. KIESSLING, DR. NOURSE, DR. L. C. GRAY, DR. HOLMES, DR. STINE, MR. ENGLUND, DR. GALPIN, MR. WICKENS, MR. MCKAY, MR. BARTEL, DR. ENGBERG, MR. EDMINSTER, AND MR. WRIGHT.

501. PUBLIC SERVICE CORPORATIONS.—The railroad as a corporation. Historical development of railroads. Competition of different carriers on the same road; competing roads; competition by rate cutting; economic causes of the failure of all forms of competition; joint costs; diminishing costs; immobility of capital and of labor; attempts from 1830 to 1920 to compel competition and prevent consolidations and rate cutting. State regulation from 1830 to 1887. The Interstate Commerce Act of 1887. The courts and regulation. Unified public operation, January, 1918, to March, 1920. The Transportation Act of 1920 to restore railroad credit and provide a nationally adequate service. Federal regulation of building and of abandonment of lines. The group system of rates and recapture of excess earnings; regulation of capitalization and of service. Valuation since 1898. Various theories of valuation, consolidations.

First Semester.—Professor Gray. Two periods a week. Not given in 1931-32.

502. INDUSTRIAL CORPORATIONS.—The classification of industries legal and not economic. Ricardian competition not controlling in an age of massed fixed capital, mass production, world markets, and world division of labor. The common law and monopolies and public service industries. Competition not the life of trade, but the destroyer of profit. Essence of monopoly the control of the market. Early attempts. Agreements not to compete; price agreements; dividing the field; pooling the returns. Statutory attempts to compel, maintain, and control competition. Can there be unfair competition in the Ricardian sense of competition?

The Sherman Anti-Trust Act. Early strict interpretation inconsistent with capitalism. The rule of reason. Anti-trust acts and the courts. Relation to organized labor. Federal Trade Commission Act and Clayton Act; trade associations and anti-trust legislation. If regulation of trusts is necessary, is price regulation, regulation of profits, control of accounts with excess monopoly, or profits taxation preferable; or must we have a profound change in our conception of property rights as applied to corporations with large masses of capital under one control?

Second Semester.—Professor Gray. Two periods a week. Not given in 1931-32.

- 503-504. INVESTMENTS.**—A course designed to familiarize the student with the general principles underlying personal investments. Specific topics which will be considered include: the meaning of investment; the adaptation of investments to the requirements of the particular individual; relation of insurance policies to investments; bonds versus stocks as investments; corporation bonds—railroad, utility, industrial, etc.; government bonds—federal, state, municipal, county and tax districts; real estate mortgages and bonds; preferred and common stocks. The work of the course will require the preparation of reports by students on various corporations and other securities. As a prerequisite to this course the student must have taken, or be taking, corporation finance, business finance or accounting.
First and Second Semesters.—Dr. Stevens. Two periods a week. Not given in 1931-32.
- 505. OCEAN TRANSPORTATION AND PORT FACILITIES.**—A survey of the transportation problems involved in overseas movements of freight traffic, including the requirements of the various kinds of traffic, types of ship and shipping service, methods of rate making, and the part played by competitive ports and terminal facilities.
First Semester.—Dr. Morgan. Two periods a week. Not given in 1931-32.
- 506. RAILWAY ACCOUNTING AND STATISTICS.**—This course is intended to provide the accounting and statistical tools essential to those undertaking the analysis of railroad operations from a rate, a financial, or a service standpoint. Lectures and problems. Prerequisites: one course each in general accounting and statistics.
Second Semester.—Dr. Morgan. Two periods a week.
- 507-508. ECONOMIC PROBLEMS.**—This course affords an opportunity for men and women in government employment or professional practice to better their understanding of the problems with which they deal or are interested through personal research. Each student taking the course chooses his special subject or subjects for inquiry and from time to time presents class reports. These are criticized in general discussion. An effort is made to confine investigations to problems of current importance.
First and Second Semesters.—Two periods a week. Not given in 1931-32.
- 509-510. ECONOMIC THEORY.**—This course will consist of a critical examination of certain of the more important systems of economic theory. In each case special attention will be devoted to a study of the economic conditions and general thought of the period in which the theory was developed, and inquiry will be made as to how far the conclusions fit modern conditions.
First and Second Semesters.—Two periods a week.

511. **MARKETING AGRICULTURAL PRODUCTS.**—A course dealing with the fundamental principles of marketing agricultural staples. Some of the topics considered are: types and functions of middlemen—country and terminal; country and terminal markets; country buying methods and policies; exchanges and exchange organization; terminal merchandizing; future trading and hedging; direct buying and selling of agricultural staples; grading and inspection; cooperative marketing.
First Semester.—Dr. Stevens. Two periods a week.
512. **MARKETING MANUFACTURED PRODUCTS.**—A course dealing with the fundamental principles of assembling and dispersing manufactured goods. Some of the topics covered are: Functions of wholesale and retail middlemen; selling through wholesalers, direct to retailers, direct to consumers; branch house distribution; mail order selling; chain store distribution; prices and price policies; cash and quantity discounts, price maintenance, guarantees against declines; cost of distribution.
Second Semester.—Dr. Stevens. Two periods a week.
- 513-514. **RAIL TRANSPORTATION.**—Development of transportation systems in the United States with special emphasis on railway transportation; causes, growth, and results of state and federal regulation; a survey of the several branches of railway service, and railway organization; principles of rail rates and fares; problems of public aid and regulation; valuation; financial problems; consolidation; water transportation; development of highway and air transportation and their regulation.
First and Second Semesters.—Professor Splawn. Two periods a week. Not given in 1931-32.
515. **CORPORATION FINANCE.**—The course deals with the promotion and organization of corporations; the issue, underwriting and sale of securities; the management of capital assets and liabilities, expansion policies and the financing of expansions; the management of income and surplus; the distribution of surplus; dividend policies, recapitalization and readjustments; receiverships and reorganizations.
First Semester.—Dr. Stevens. Two periods a week.
516. **COMBINATIONS, TRUSTS AND MONOPOLIES.**—A course surveying the combination movement in the United States and its regulation. Topics considered are: Underlying causes and motives for combination; types of voluntary agreements—apportionment of territory or business, restriction of output, price fixation, etc.; trusts, holding corporations, mergers and consolidations; dissolution of combinations and monopolies; efficacy of dissolution; state legislation; the Sherman and Clayton Anti-trust Acts; organization and work of the Federal Trade Commission.
Second Semester.—Dr. Stevens. Two periods a week.

517-518. ECONOMICS OF MINERALS AND POWER.—There are problems peculiar to the mineral industries which differentiate them from agriculture, manufacturing, and trade. The element of discovery introduces a peculiar degree of risk and of speculative gain. The chance distribution of deposits largely influences the location of industry and appears to destine certain areas for permanent economic leadership. The fact of the wasting asset raises a series of problems that cuts across taxation, tariffs, export policies, labor relations, monopoly, competition and conservation. Gradual exhaustion of resources in the older countries handicaps them in competition with newer lands and tends to force migration of industry. As world consumption is increasing, higher prices can only be averted by new discoveries, better transportation and advances in technology.

The subject is treated from the viewpoint of the government departments which deal with the mineral industries.

In the first semester special attention will be given to the mineral fuels and power.

The second semester will deal chiefly with the metals and the principal non-metallics, particularly the fertilizer materials.

First and Second Semesters.—Mr. Tryon and Dr. Kiessling. Not given in 1931-32.

520. ECONOMIC HISTORY OF THE UNITED STATES AS AFFECTED BY THE COMMERCE CLAUSE.

Second Semester.—Mr. Aitchison. Two periods a week.

521-522. THE REGULATION OF PUBLIC INDUSTRIES.—Economic and legal basis of regulation. Regulation by charter, by contract, by commission, by competing private companies, between public and private companies, legislative regulation, direct and by commission. The 5th and the 14th constitutional amendments. Steps by which the courts came to review legislative rates. The facts and the law. Expert knowledge. The courts and regulation. Origin of a fair return on fair value. Securities with fixed return and valuation. Speculative gains in private and in public business. Physical valuation. Tangible and intangible values. The multiplication of intangibles. Relation of franchises, going concern and good will to overcapitalization. Annual depreciation and depreciation for the rate base or value. Holding companies and service companies. Cost of reproduction, original cost. Prudent investment. Reproducing the identical property or reproducing the service. The political difficulties of regulation. Elected or appointed commissions. The regulation of rates or of profits. The cost of service as a basis for regulation.

First and Second Semesters.—Professor Gray. Two periods a week.

524. BUSINESS FINANCE.—A course concerned with the current financing of business enterprises, with particular emphasis on the financial problems of the smaller business organization. This course will include such topics as: the courses and methods of raising capital; the analysis of financial statements; financial and operating ratios; bank versus commercial paper loans; bank and trade acceptances; commodity loans; financial aspects of producing, purchasing, and selling goods.
First Semester.—Dr. Stevens. Two periods a week. Not given in 1931-32.
525. COORDINATED TRANSPORTATION.—The rise of motor transportation and the revival of inland water transportation present new problems in the determination, from the public viewpoint, of the respective contributions of motor, water and rail carrier. These problems are systematically examined with a view to working out effective and sound principles of coordination.
First Semester.—Dr. Morgan. Not given in 1931-32.
526. RAILROAD RATE AND TRAFFIC PROBLEMS.—An advanced course in railroad rates, intended to give an intimate picture of existing rate structures and of their economic and geographic basis. The part rates play in the conduct of extractive, manufacturing, and commercial enterprises is carefully examined, as are tendencies in government rate regulation.
Second Semester.—Dr. Morgan. Not given in 1931-32.
- 527-528. PRINCIPLES OF INTERNATIONAL COMMERCE.—The purpose of this course is to acquaint the student with theoretical and practical facts that underlie the exchange of commodities of commerce among the nations. It aims to develop an international point of view. Stress is laid upon America's trade and the methods by which corporations are further expanding this enormous business. Articles of domestic and of foreign manufacture are examined, discussed, and deductions drawn. Consideration is given to American banks, capital, stores, and other interests operating overseas. International salesmanship, competition, advertising, credits and collections, current laws and problems, are among the subjects of the course. This course is based largely on official field investigations in forty different nations.
First and Second Semesters.—Mr. Reid. One period a week.
529. TRADE WITH EUROPE.—The problems which the American exporter to Europe will meet as well as the trade conditions and trade practices are considered. The competition of European countries with the exports of the United States is studied. As the commercial recovery of the rest of the world is vitally related to the economic prosperity of Europe, careful attention is given to the current economic, financial and monetary conditions affecting the trade. Among the special problems considered,

mention may be made of credit factors, imperial preferences, cartels, and tariff regulations. Lectures and reports.

First Semester.—Adjunct Professor Carlson. Two periods a week.

530. **PRACTICAL EXPORTING.**—This course is designed to give the student an understanding of the organization and activities of export merchants, export commission houses, manufacturers' export departments, export agents, co-operative exporting, traveling salesmen and the establishment abroad of local sales agents, distributors, branches of the exporter. The various types of correspondence used in foreign trade and advertising in foreign countries will be considered. Export orders, quotations of prices and the terms under which a shipment is made as well as the settlement of financial terms are studied. The requirements for packing different kinds of commodities for shipment to foreign countries are considered. Various documents are examined, such as marine insurance policies and other documents carried by vessels engaged in export trade, bills of lading, invoices, certificates of origin and other matters relating to export methods and markets. Lectures, readings, and reports.

Second Semester.—Adjunct Professor Carlson. Two periods a week.

531. **RESOURCES AND INDUSTRIES OF NORTH AMERICA.**—A careful study is made of the quantity and nature of the agricultural commodities produced as well as the soil and climatic conditions required for these commodities. An outline is given of the geographic regions with an emphasis on temperature, rainfall, and the length of the growing season. The relation between cattle raising and the production of grain and forage crops is considered. The power resources such as natural gas, coal, petroleum, and hydroelectric power are studied. Consideration is given to the amount and distribution of available mineral resources and the industries which have been developed on the basis of these resources; the location of the industries with respect to sources of raw materials, available power, and markets. Attention is called to the importance of good and adequate transportation facilities for the production and marketing for the agricultural and industrial products. Lectures, readings, and reports.

First Semester.—Adjunct Professor Carlson. Two periods a week.

532. **ECONOMIC GEOGRAPHY OF EUROPE.**—Consideration is given to the geographic regions of Europe and their relation to the production of agricultural products and industrial raw material and power resources; the influence of physical features and climate on production; the location and development of manufacturing industries. A more detailed study is made of the British Isles, France, Germany, Italy, Central Europe, the Balkan States, and European Russia. Lectures, readings, and reports. Not given in 1931-32.

Second Semester.—Adjunct Professor Carlson. Two periods a week.

533. CONSERVATION.—Consideration is given to the economic utilization of resources, the maintenance of soil fertility, rotation of crops, irrigation and reclamation, the careful use of available forest products, and the replanting of forests. The development of water power resources for irrigation and the production of electric energy is studied. The use of the most efficient methods in recovering natural gas, coal, and petroleum are considered as well as the efficient mining of iron ore, copper, and other metals and the utilization of scrap metals, lectures, readings, and reports.
First Semester.—Adjunct Professor Carlson. Two periods a week. Not given in 1931-32.
534. ECONOMIC AND POLITICAL GEOGRAPHY OF ASIA.—A study is made of the physical features and climate of Asia, the agricultural developments and possibilities, industrial and power resources, transportation facilities, industrial development and possibilities. A fuller consideration is given to China, Japan, India, Siberia, and East Indies. Special attention is given to supplies or deficiencies in raw material, power and industrial equipment. Lectures, readings, and reports.
Second Semester.—Adjunct Professor Carlson. Two periods a week. Not given in 1931-32.
538. THE ECONOMIC GROWTH OF AMERICA.—The influence of its European heritage and its independent development. (See under History department.)
539. MOTOR TRANSPORTATION.—The rise of commercial freight and passenger transportation over the country's highways; the contribution of such transportation to the commercial and social life of the nation; the economic condition of the motor transport industry; problems in coordination and regulation.
First Semester.—Dr. Morgan. Two periods a week.
- 543-544. PRINCIPLES OF STATISTICS.—This course is intended to give the student a working knowledge of the elementary principles of statistics, including tabular and graphic presentation of data. Consideration is given to the scope and meaning of statistics, the general characteristics of the statistical method, the definition of statistical units, accuracy and error, classification, frequency distribution and frequency curves, the several forms of averages, index numbers, and the collection and appraisal of original statistical material. The methods discussed in the lectures are applied and tested in the laboratory.
First and Second Semesters.—Adjunct Professor Lewis and Mr. Ward. Two periods a week. Laboratory fee \$1.00 per semester.
546. RAILROAD ORGANIZATION AND CONSTRUCTION.—This course is designed, first, to give a comprehensive survey of the administrative organization of railroads and a view of the relation between railroads and

their employees; second, the technique of the transportation department of railroads including the operation of stations, terminals, yards and trains. Some attention will be given to the administrative features and maintenance of way, structure, signals, equipment and the operation of shops.

Second Semester.—Mr. Bartel. Two periods a week. Not given in 1931-32.

548. **MONEY AND BANKING.**—This course deals with the monetary systems of the U. S. and leading European countries; the organization of credit; the interrelations between monetary and banking institutions, and the problems of control which these institutions present. Attention is given to leading theories of the causes of changes in the value of money and to proposals for using credit control to stabilize prices, speculation and money markets. The Federal Reserve System is compared with the central reserve systems of other countries with respect to organization, to methods used, and to objectives aimed at.

Second Semester.—Dr. Hardy. Two periods a week. Not given in 1931-32.

550. **FOREIGN BANKING AND CREDIT SYSTEMS.**—Analysis of the banking and currency systems of a number of foreign countries, including Great Britain, France, Germany, Russia, Canada, and one or more of the former European neutrals. Particular attention is given to the evolution of the gold exchange standard and the gold standard since the stabilization of the currencies, the functions performed by central banks and the cooperation between them, and the work of the Bank of International Settlements.

Second Semester.—Dr. Hardy. Two periods a week.

551. **TARIFF POLICIES.**—This course will be offered in two parts. The first semester will be given to a survey of the outstanding features of international commercial policy. Attention will first be directed to the commercial policy of the United States, with especial emphasis on the tariff. The agricultural, industrial, and other forces which have shaped its course and determined its character will be explained, as will also the method of framing a tariff act in Congress and of modifying it, through the flexible provision, by the Tariff Commission. This will be followed by a survey of tariff and other features of commercial policy in leading foreign countries, including the historical trends of world commercial policy as revealed in the policies of particular countries; commercial treaties; tariff bargaining systems; the most-favored-nation clause; indirect protection; export duties and restrictions; control of trade in raw materials; colonial tariff policies, etc. Finally, attention will be directed to the international aspects of national tariffs and to the efforts

of the League of Nations and other bodies to deal with this phase of the subject.

First Semester.—P. G. Wright and L. R. Edminster. Two periods.

552. SEMINAR IN TARIFF POLICIES. This seminar will be directed to special problems in this general field. Case studies, designed to illustrate problems and difficulties connected with the tariff, will be assigned; and other important and timely subjects will be selected for intensive investigation and discussion.

Second Semester.—P. G. Wright and L. R. Edminster. One period.

- 601-602. PROBLEMS IN TRANSPORTATION.—This is a seminar in which each student will be assigned a definite problem on which he will work throughout the year.

First and Second Semesters.—Professor Splawn. Two periods a week. Not given in 1931-32.

- 603-604. ECONOMICS OF THE HOLDING COMPANY.—During the session 1931-32 this seminar will be devoted to the study of economic problems growing out of the use of the holding company as a device for control and management, particularly in the fields of public utilities and industry. Each student will be assigned a definite problem on which he will report to the group. The reports of students will fall for the most part in the second semester.

First and Second Semesters.—Professor Splawn. Two periods a week.

- 605-606. ADVANCED ECONOMIC THEORY.—A critical examination of the chief teachings of the three so-called schools, the Classical, the Historical, and the Austrian. The economic background of each of these schools. The relations of these doctrines to politics, theology, natural law and psychology. The extent to which the evolution of society makes necessary a modification of these doctrines. To what extent do these doctrines apply to a world characterized by large nationalities, large fixed capital, mass production and world division of labor, when the great mass of the population consists of urban wage earners?

First and Second Semesters.—Professor Gray. Not given in 1931-32.

Special Graduate Courses in Agricultural Economics and Rural Sociology Under the Auspices of the Social Science Research Council—

576. PRINCIPLES, PROBLEMS, AND RESEARCH METHODS IN FARM ORGANIZATION AND MANAGEMENT.—A problem and discussion in the fundamental principles of private economy and their application in American agriculture; the nature and functions of farm proprietorship, its peculiarities, limitations, opportunities and present significant trends in this country and abroad; farm organization, including the problems of selection and combination of farm enterprises and of the factors of farm production; farm business analysis by accounts and budgetary

estimates and comparisons; management as a function of farm proprietorship; significance of technique and efficiency in farming; a regional summary of the problems of farm reorganization and readjustment in the United States; research problems, methods, and programs in farm organization and management. Assigned readings, problems, discussions. Dr. Holmes. Two periods a week. Not given in 1931-32.

578. **AGRICULTURAL PRICES AND PRICE ANALYSIS.**—A consideration of the price-making forces: Supply and demand; free competition, contract, custom, and legislation affecting prices directly or through supply and demand; wholesale, retail and futures market price relationships; the general price level and conditions that determine it; price index numbers; methods of analyzing and forecasting agricultural prices; and reviews of the courses of the prices of important agricultural products, and progress in price analysis. Two periods a week. Dr. Stine. Not given in 1931-32.

580. **RURAL SOCIAL PROBLEMS.**—The course in general will be concerned with the human factor in agriculture in its social aspects: the history of rural-urban sociopsychic relations; population elements and movements; rural groupings and interrelations; farmer institutions; national influence upon rural life and the contributions of rural life to national life and character; present-day changes and social trends.

Second Semester.—Dr. Galpin. Two periods a week.

581. **TAXATION IN RELATION TO AGRICULTURE.**—Principles and practices of taxation in their relation to agriculture, with special reference to the trends of expenditures and tax levies, and to the probable distribution of the cost of public improvements and services as among farmers and other groups. The general property tax, which accounts for most of the farmer's direct taxes, will be studied in the light of economic changes in recent decades. Principles of taxation as developed in the writings of leading authorities and the results of research in recent years will constitute the source material for the course.

First Semester.—Mr. Englund. Two periods a week.

584. **NATIONAL LAND PROBLEMS AND POLICIES.**—An analysis of the various American land problems and a consideration of policies, existing and proposed, with reference to both American and foreign experience. Economic and political criteria and general objectives of national land policy; utilization and disposition of the public domain; mineral and forest land policies; recreational uses; water rights and water power; administration and disposition of state lands; types and methods of land classification; standards and methods of measuring the utility and value of the various surface uses; reclamation and land settlement policies; the problem of giving adequate direction to agricultural expansion and

aligning it with agricultural policy; land tenure and the agricultural ladder; small holdings; the land market and land valuation; the role of taxation in land reform; division of administrative functions between state and federal governments.

Second Semester.—Dr. Gray. Two periods a week.

585. FARM MORTGAGE FINANCE.—Research methods and bibliography of the field; history and development of mortgage credit and nature of demand; farm mortgage credit in its relation to farm credit as a whole and to the general financial structure; risk in farm mortgage loans; land valuation as a basis for loan security, and policies influencing prevailing loan limits; interrelation of mortgage interest rates and central money market conditions, and relation of mortgage financing to changes in price level; procedure, functions, and adequacy of agencies lending on farm land security; effect of legislation on the functioning of this type of credit as illustrated by existent and proposed acts.

First Semester.—Dr. Engberg and Mr. Wickens. Two periods a week.

511. MARKETING AGRICULTURAL PRODUCTS.—A course dealing with the fundamental principles of marketing agricultural staples. Some of the topics considered are: types and functions of middlemen—country and terminal; country and terminal markets; country buying methods and policies; exchanges and exchange organization; terminal merchandising; future trading and hedging; direct buying and selling of agricultural staples; grading and inspection; cooperative marketing.

First Semester.—Dr. Stevens. Two periods a week.

588. PRINCIPLES AND PRACTICE OF CO-OPERATION.—An examination of the economic and legal foundations of co-operative organization in agriculture; types of associations; structural and operative features; policies and progress; the relation of the Federal Farm Board to co-operative marketing.

Second Semester.—Dr. Nourse and Mr. McKay. Two periods a week.

- 607-608. SEMINAR IN AGRICULTURAL ECONOMICS.—The seminar is planned to bring together as many as possible of the graduate students interested in agricultural economics and rural sociology, to afford them contact with members of the staff and others in Washington working in this field, and to serve as a clearing house for the discussion of research problems and methods. Part of the time will be available for the critical consideration of progress reports by students working on dissertations.

First Semester.—Drs. Nourse, Engberg and Stevens, Messrs. Englund, and Wickens. One period a week.

Second Semester.—Drs. Nourse, Gray and Galpin and Mr. McKay.

Education and Psychology

PROFESSOR JOHNSON, ADJUNCT PROFESSOR JOHN, DR. DUNLAP, DR. LEWIS, DR. RICHMOND, DR. BILLET, DR. COZBY, MRS. ENGLUND, AND DR. DAVIS

501-502. SYSTEMATIC PSYCHOLOGY.—A course of lectures and demonstrations dealing with human sense-data, sense-perception, attention, affective experience, thought content and the thinking process. The course will present, in systematic form, the more important facts that have been yielded to general psychology by experimental investigation in this country and abroad.

First and Second Semesters.—Two periods a week. Not given in 1931-32.

503-504. SOCIAL PSYCHOLOGY.—A survey of the psychological foundations of society, with special attention given to the principles of social organization. Stress will be placed on the anthropological background of human institutions and social life.

The topics covered will include: individual, racial, and sex differences; family, civic and industrial types of organization; and the ethical factors entering into group life of all kinds. Social groups will be viewed as constituted by the inter-action and coordination of individuals considered as conscious response agencies.

First and Second Semesters.—Dr. Dunlap. Two periods a week.

505-506. THE HISTORY OF PSYCHOLOGICAL SYSTEMS.—This course will present an analysis of the developmental history of psychological movements and their respective contributions to the science. It will consist of a sketch of the background of scientific methods from the Greek period to the rise of modern science. This will be followed by a comprehensive study of psychological systems from Wundt to present day tendencies.

First and Second Semesters.—Not given in 1931-32.

507-508. ABNORMAL PSYCHOLOGY.—Description and differentiation of various reaction types, with an evaluation of the constitutional and environmental factors in the production of psychologic and behavior disorders as manifest in the average individual; the neurotic, psychotic, and criminal constitutions.

First and Second Semesters.—Dr. Lewis. Not give in 1931-32.

509-510. EXPERIMENTAL PSYCHOLOGY.—The object of this course is to familiarize the student with the technique of some of the more complicated apparatus used in psychological experimentation. The use of the plethysmograph, ergograph, kymograph, pneumograph, tachistoscope, etc., will be introduced together with methods for the presentation of material and the evaluation of psychological data.

The course is especially designed for all students who contemplate registering for degrees in psychology.

First and Second Semesters.—Dr. Dunlap. Not given in 1931-32.

- 511-512. EDUCATIONAL PSYCHOLOGY.—A study of the principles and processes of education in the broader psychological sense including the formation and breaking of habits, the learning of contents and the acquisition of skills. The results of the experimental work on humans and the lower animals will be brought together and critically evaluated and their applications to practical situations presented.

First and Second Semesters.—Dr. Dunlap. Not given in 1931-32.

- 513-514. PSYCHOMETRICS.—First Semester: A study of the clinical applications of intelligence tests, and personality studies, their uses in normal and abnormal cases for both children and adults. The course will include a distinction between level and function in intelligence, with special emphasis upon normal and abnormal behavior. The course is recommended for students in their final year of psychological study. Prerequisite: courses in mental testing and familiarity with the most commonly used tests and scales.

Second Semester: The work in the second semester will consist of clinical practice in mental examination methods and is open to students who have satisfactorily completed the work of the first semester.

First and Second Semesters.—Dr. Richmond. Two periods a week.

- 515-16. PHYSIOLOGICAL PSYCHOLOGY.—During the first semester this course will be offered didactically. It will present the scheme of psychobiological integration with the manner of adjustment of the organism to the environment. The place of the nervous system and of the endocrine systems in animal life will be presented with discussions on the comparative method of approach to the problems of human behavior. It will survey the chemical and reflex functions of the nervous system; the cerebral hemispheres and their functions according to the evidence derived from several methods of experimentation and observation, and the physiology of the emotions and the manner of their expression. During the second semester the course will consist of laboratory demonstrations of the functions of the nervous system at different levels of integration. Special demonstrations of the functions of the vegetative nervous system in its organic ramifications will be presented together with simple experiments on animals and observations on human material showing the action of the endocrine and circulatory components in normal and pathologic behavior.

First and Second Semesters.—Dr. Lewis. Not given in 1931-32.

- 517-18. THE ANATOMY AND PHYSIOLOGY OF THE NERVOUS SYSTEM.—This course is designed to meet the needs of graduate and advanced students in psychology and allied fields. The fundamental and basic neural mech-

anisms underlying vertebrate and human behavior, as laid down in the structure and functions of the nervous system, will be considered. The developmental features, ontogenetic and phylogenetic, will be shown as the nervous system is studied and traced structurally from the simple spinal to the higher processes of the psycho-associational centers of the cerebrum. The course will be supplemented, to some extent, by clinics where pathological and neurological cases will illustrate nature's experiments. Laboratory periods will permit the dissection of the gross structure while microscopic demonstrations will clarify the histologic details. *First and Second Semesters.*—Dr. Cozby. One period a week.

- 519-20. GENETIC PSYCHOLOGY.—This course will present the ontogenetic and phylogenetic phases of human and mental development. From the ontological standpoint the sensory, motor, emotional and intellectual factors in the individual will be surveyed from the prenatal stage through childhood and youth; comparative relationships to primitive and animal development will also be considered. From the phylogenetic standpoint the characteristics and development of stocks will be discussed. This will include the laws of heredity considered from the biosocial and physio-psychic points of view as determinants of mental heredity and the recognition and meaning of traits. *First and Second Semesters.*—Dr. Lewis.

- 521-522. RACIAL AND POLITICAL PSYCHOLOGY.—This course will include a study of the physical and mental characters of the racial groups of man, with a consideration of the cultural and social developments of the chief groups and the problems of racial mixture and transformation. The bases of political life will be traced in group needs and group cooperation, and in the individual reactions to group life as controlled by group habits, conventions and morals. The development of political organization will be related to the emotional factors involved in group activities and control. *First and Second Semesters.*—Dr. Dunlap. Not given in 1931-32.

- 523-524. EXPERIMENTAL METHOD AND PROCEDURES.—The purpose of the course is to assist the student in acquiring the critical and technical skill that is necessary to qualify him for independent research. At least three problems, of interest and importance in themselves, will be presented to a group of experimenters, who will be required to master the procedure and technique that will yield a solution for each of them. Measurement will be attempted of the influence of experimentally introduced variables upon sensory acuity, reaction-time, and the rate and character of "mental" work. The student will be taught the use of the appropriate apparatus, and of the standard psychophysical methods and of such other statistical devices as may pertain to each problem. He will be encouraged to learn to detect and control instrumental errors and

the influence of the attitude of the reactor; and to give critical interpretation to his own results as well as to those of other workers on similar problems.

First and Second Semesters.—Dr. Johnson. Two periods a week.

525. DIRECTIONAL AND PURPOSIVE FACTORS IN BEHAVIOR.—An intensive study of attentive, imaginative, rational and volitional behavior, in which the descriptive forms of biophysics, psychophysical dualism, and social psychology are examined, criticized and compared.

First Semester.—Dr. Johnson. One period a week.

526. HUMAN BEHAVIOR UNDER SPECIAL CONDITIONS.—A descriptive study of human behavior in fatigue, narcosis, partial asphyxiation, hypnosis and sleep. Lectures and required reading.

Second Semester.—Dr. Johnson. One period a week.

- 601-602. PSYCHOLOGICAL PROBLEMS AND PSEUDOPROBLEMS.—Seminar Course. The so-called operational criterion, as exemplified by Mach, Poincare, Bridgman and others, will be examined critically and compared with other criteria proposed for the discrimination of genuine and soluble problems from those which are spurious, or by reason of restrictions insoluble. These criteria will be applied to such questions as the relationship between mental and bodily activities; the measurement of personal "traits"; the concept of "mental efficiency"; the fundamental principles of psychoanalysis, etc. Lectures, required reading, and topical reports by individual students throughout the year.

First and Second Semesters.—Dr. Johnson. Two periods a week.

Education

The courses in Education offer opportunities for study and investigation in the principles and philosophy of education as they particularly relate to standards in secondary and higher education. Considerable source material is available in the Library of the Office of Education of the United States, Department of the Interior, and the Library of Congress. Basic studies are continually being made available by such organizations as the National Education Association, the Federal Board for Vocational Education, the United States Department of Agriculture, and the Pan-American Union.

The educational program of the Graduate School is designed primarily to assist students of experience who have specialized or are planning to specialize in the more scientific or technical phases of educational work. Students are encouraged to integrate their

educational theories and experiences on a sound philosophic and historic basis with a clear appreciation of the forces working through the principal institutions set up by human society.

The program consists principally of two series of courses that are given in a cycle of three years. Students with a major in education will find opportunities for related study in the Departments of Philosophy, Psychology, Political Science, the Fine Arts, and American History.

531-532. PRINCIPLES OF SECONDARY EDUCATION.—Consideration will be given to the bases of the establishment of secondary education in the United States, to the factors which are comprehended in a national program of education, and the modifications that may be desired in view of its relation to recent developments in the social and economic life of the country.

First Semester.—Professor John. Two periods a week. Not given in 1931-32.

533-534. HISTORY OF AMERICAN EDUCATION.—This course will trace the growth of the several types of education now established in this country, including the development of typical public and private school organizations. Written reports are required throughout the year.

Second Semester.—Professor John. Two periods a week. Not given in 1931-32.

535-536. HISTORY OF EDUCATION.—The purpose of this course is to consider the evolution of educational organizations. Special topics of interest to the student will be studied and written reports will be required.

First Semester.—Professor John. Two periods a week. Not given in 1931-32.

537-538. PRINCIPLES OF EDUCATION.—This course considers basic biological, psychological, sociological and ethical principles underlying modern educational programs. Attention will be given to theories and practices of religious education. Written reports will be required in the field of the students principal interest.

Second Semester.—Professor John. Two periods a week. Not given in 1931-32.

539-540. COMPARATIVE EDUCATION.—This course has for its purpose a comparison between the theories and practices in elementary, secondary, and higher education in leading European, American, and other foreign countries with those developed in the United States. Students will find it helpful to have the proficient use of one or more modern foreign languages in order to fulfill the requirements of this course.

First and Second Semesters.—Professor John. Two periods a week.

541. **MAJOR RESEARCH PROBLEMS.**—Investigation of supervisory or administrative problems leading to the preparation of theses for advanced degrees.

First Semester.—Dr. Billett. One period a week.

542. **THE PRINCIPAL AND HIS PROBLEMS.**—An intensive study of the practical administrative and supervisory problems which elementary and secondary school principals must solve. Assigned readings, special reports and group discussions. Problems for the course are selected with reference to the specific needs of the students who elect the course.

Second Semester.—Dr. Billett. Two periods a week.

547. **CHILD HYGIENE.**—This course deals with principles designed to promote the physical and mental health of children. Such problems as adequate diet, sufficient sleep and rest, wholesome play, detection of remedial defects, prevention of communicable disease, and the fundamental principles of mental hygiene will be considered.

The course will consist of lectures, assigned readings, discussions, and special reports by students.

Mrs. Englund. Two periods a week.

548. **CHILD CARE AND TRAINING.**—This course deals with the physical and mental growth and development of young children. It will include studies of habit formation, suitable activities, selection of food and clothing, choice of books and playthings, and other related problems. Lectures, assigned readings, discussions, and special reports will be included, together with observation work in a nursery school.

Mrs. Englund. Two periods a week.

549. **CURRENT PROBLEMS IN PRESCHOOL AND ELEMENTARY EDUCATION.**—For those who wish to be put in touch with recent research and experiments in the field of preschool and elementary education.

Recent research studies will be evaluated and application made to current teaching problems. Special emphasis will be placed on studies relating to individual problems of class members. Each student will be required to complete one original study during the semester.

First Semester.—Dr. Davis. Two periods a week.

- 601-606. **PHILOSOPHY OF HUMAN INSTITUTIONS.**—Seminar. This seminar has for its principal objective the study of the philosophic bases of the more important social institutions in their relation to education. These include political, religious, and educational organizations, as well as the family, private property, the community and vocational classes. This course is divided into three divisions. In 1929-30, the ancient period was studied. In 1930-31, the medieval period was offered. In 1931-32, the modern and contemporary period will be offered. In these courses the student will be expected to give a large amount of time to the field of his major interest in life.

First and Second Semesters. Professor John. Two periods a week.

Fine Arts

PROFESSOR HUTCHINS

501-502. CHRISTIAN ART.—A comprehensive survey of the Fine Arts in Western Europe from the time of Constantine to the end of the 16th century, with special reference to growth and significance of the visible expressions of the Christian religion in architecture, painting, and sculpture. Throughout the course special emphasis will be placed upon the problem of relating the arts of design to the corresponding developments in social and intellectual life and to the literature of the periods covered. The course will be illustrated with a large number of lantern slides and photographs. Candidates for degrees will report in writing on extensive assigned readings and present occasional papers in class.

First and Second Semesters.—Professor Hutchins. Two periods a week. Not given in 1931-32.

Courses 501-2 and 503-4 are, with 507-8, intended to constitute a cycle given in successive years. Students may, however, enter the cycle at any point. It is expected that all candidates for a degree with Fine Arts as a major subject, will complete the cycle.

503-504. MODERN ART IN WESTERN EUROPE.—A survey of the art of Western Europe from the 17th century to the present time, with special reference to the development of painting in Flanders, Holland, Spain, France, and England. Illustrated lectures will be varied with classroom discussion. Candidates for degrees will be required to report on assigned readings and present occasional papers on topics related to the course. Special care will be taken to relate the history of the arts to social and literary backgrounds.

First and Second Semesters.—Professor Hutchins. Not given in 1931-32.

507-508. AESTHETICS.—The nature of beauty and the relation of the philosophy of the beautiful to the fine arts and to human experience. A review in retrospect of the more important thinkers in this field from Plato to Croce will be followed by an attempt to help the student to the formulation of his own theory of the beautiful.

It is the aim of this course to provide a common meeting ground for the students of Social Economy, Philosophy, Comparative Literature, and Fine Arts.

First and Second Semesters.—Professor Hutchins. Two periods a week.

The Physical Sciences

CONSULTING PROFESSORS SCHREINER, MARBUT, OBERHOLSER,
LECTURER KELSER

The University offers graduate work in the physical sciences to such research men as have laboratory facilities in connection with their government investigational work, and accredits it as explained below:

The University in its present stage of development is not yet fully equipped with laboratory buildings and facilities for graduate work in the physical sciences, though its equipment is adequate for under-graduate instruction. Washington offers unusual opportunities for students of the physical sciences, for there is probably no other place in the world where so many specialists in scientific investigation are gathered, with the unusual and complete equipment in scientific instruments, apparatus and libraries supplied by a government liberal in its appropriations for scientific investigations in the furtherance of the welfare of the people.

There can be found in Washington specialists of national and international reputation on any branch or subject in the physical sciences; men of broad experience in research and teaching. The University endeavors to secure for the student in any special branch of the physical sciences the assistance and helpful guidance of these men and the facilities which the government libraries and laboratories can offer. Through a system of consulting professors the University has been able to arrange for a number of graduate courses in the physical sciences, especially in chemistry, including physical chemistry and biochemistry, plant physiology and economic botany, geology, physics, and biology.

The graduate students in the physical sciences in order to receive a degree of Doctor of Philosophy are required to take their minor or minors as resident students in the Graduate School of American University; that is, to say, in order to receive a degree thirty hours of resident work must be completed in the minor subject or subjects in addition to the work in the government laboratories. The work in the major subject is done under the guidance of the consulting professors. Instruction is a combination of lectures by the professors and by their associates with individual supervision and direction. The courses in the physical sciences are passed upon by the Graduate Board. After a student has completed the work in his major subject he is then examined by a committee consisting of the consulting professors, members of the Graduate Board, and some eminent scientists invited by the Graduate Board who have no connection in the Government with the consulting professors.

Advanced Inorganic Chemistry

501-2. As a prerequisite the student should have a good knowledge of General Chemistry and should have had some work in Analytical and Organic Chemistry. The course is intended as a means of correlating and supple-

menting the student's knowledge of chemistry and will be presented as follows:

1. The greater part of the course will be devoted to a systematic study of the elements by groups as outlined in Mendelejeff's periodic system. This will include a rather exhaustive comparison of a group of elements with neighboring groups with respect to chemical and physical properties and also with respect to their atomic structure. Much of this part of the course is so planned as to make the student capable of using the available literature to best advantage. One of the aims in this part of the course will be to enable the student to think in terms of groups instead of individual elements.

2. The last part of the course will deal with modern theories of valence, atomic linkage, isotopes, discovery of new elements, etc., and will include a review of modern chemical developments as recorded in the leading journals. Reference work in the journals will be particularly stressed.

The course will consist largely of lectures and reports, but there will also be some classroom discussions.

First and Second Semesters.—Dr. Hoffman. Two periods a week.

Modern Languages

ASSISTANT PROFESSOR CORRELL AND MR. ALONSO

TECHNICAL FRENCH.—Introduction to the technical equipment of French Political and Social Science literature including International Law publications in the same language.

Requirements of M.A. and Ph.D. candidates so far as French literature in the Natural Sciences and Philosophy is concerned will be met by special arrangements in connection with this course.

Reading groups will be organized in accordance with the fields mentioned or individual appointments made where needed.

Dr. Correll.

TECHNICAL GERMAN.—One period first and second semesters.

This subject will be treated in the same manner as French as given above. One period first and second semesters.

Dr. Correll.

TECHNICAL SPANISH.—This subject will be treated in the same manner as French and German. Mr. Alonso.

STUDENTS IN THE GRADUATE SCHOOL

1930-31

Ahn, Seung-hwa, A. B., Occidental College.....	Chung-Pyung, Korea
Aitchison, Clyde B., B. S., LL. D., Hastings College; M. A., University of Oregon.....	Washington, D. C.
Aldhizer, Mary Moore, B. S., State Teachers College, Harrisonburg, Va.....	Clarendon, Va.
Allan, Margaret, A. B., DePauw University.....	Muncie, Ind.
Alsop, Nellie Ann, B. P. S., M. P. S., American University.....	Washington, D. C.
Anderson, Gunhild, A. B., George Washington University.....	Grassflat, Pa.
Alonso, Antonio, A. M., Indiana University.....	Washington, D. C.
Ashby, Lyle W., A. B., Hastings College.....	Washington, D. C.
Ashby, Paul F., A. B., University of Washington.....	Walla Walla, Wash.
Athearn, Clarence R., B. R. E., M. A., Boston University.....	Washington, D. C.
Bacus, Horace A., A. B., Texas Christian University; A. M., <i>ibid.</i>	Fort Worth, Texas
Ball, Arlene, B. S., Simmons College.....	Washington, D. C.
Barber, Hollis W., A. B., Oberlin College.....	Lima, Ohio
Beattie, J. H., B. S., Ohio State University.....	McLean, Va.
Bekkedahl, Norman, B. S., University of Michigan; M. S., George Washington University.....	Washington, D. C.
Berrien, Laura, LL. B., Washington College of Law; Georgia State College for Women.....	Washington, D. C.
Best, Mrs. Betsy J. (Special student).....	Washington, D. C.
Bier, Mary Elmira, A. B., Goucher College.....	Washington, D. C.
Bitman, Samuel, A. B., George Washington University; LL. B., Georgetown University.....	Washington, D. C.
Bogman, J. H. B., A. B., George Washington University; Master in Business Administration, Harvard University.....	Washington, D. C.
Bohlen, Catherine, B. S., University of Pennsylvania.....	Washington, D. C.
Bradshaw, May P., A. B., A. M., George Washington University, Washington, D. C.	Washington, D. C.
Bransford, Maria N., A. B., Univ. of Washington; A. M., American University.....	Washington, D. C.
Bransford, Thomas L., A. B., University of Washington, Washington, D. C.	Washington, D. C.
Brubaker, Elizabeth, A. B., A. M., Syracuse University.....	Washington, D. C.
Burmeister, Charles A., B. S., Texas A. & M. College.....	Washington, D. C.
Butuyan, Emilie B., B. S., Georgetown University.....	Asingan, P. I.
Calhoun, Wendell, B. S., Colorado Agricultural College.....	Clarendon, Va.
Campbell, Persia, B. A., University of Sydney, Australia; M. of Sc., University of London.....	Sydney, Australia
Carmichael, B. E., B. S., M. S., University of Illinois.....	Riverdale, Md.
Carmichael, Elizabeth L., A. B., University of Maryland.....	Riverdale, Md.

Chatfey, Judith E., A. B., Univ. of California.....	San Francisco, Calif.
Chandler, Bernard A., B. S., University of Maine; M. F., Yale University.....	Washington, D. C.
Cheatham, Robert J., B. S., Clemson Agricultural College, Washington, D. C.	
Clapp, Elizabeth, LL. B., LL. M., National University; B. P. S., American University.....	Washington, D. C.
Clement, Clarence E., B. S., University of New Hampshire; M. A., American University.....	Washington, D. C.
Coe, Ada H., B. S., Teachers College, Columbia University,	Washington, D. C.
Comstock, Lula Mae, A. B., Wheaton College.....	Washington, D. C.
Colby, Sarah P. (Special student).....	Washington, D. C.
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Eckhart, Ruth A., A. B., Oberlin College; A. M., Boston University,	Quincy, Mass.
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Kemp, Mary (Special).....	College Park, Md.
Kenny, Norris G., B. S., M. S., University of Nebraska.....	Lincoln, Neb.

Kephart, Calvin, B. S., University of California; D. C. L., National University	Clarendon, Va.
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Kim, Hyun C., B. S., A. M., Columbia University.....	Seoul, Korea
Kim, To Youn, M. A., Columbia University.....	Kimpoken, Korea
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Latch, Edward, A. B., Dickinson College; B. D., Drew Seminary,	Arlington, Va.
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Levin, Jack, A. B., Reed College; LL. B., Northwestern University,	
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McClure, Wallace, A. B., Univ. of Tennessee; Ph. D., Columbia Univ.	Washington, D. C.
McFarland, Frieda W., A. B., Indiana Univ.; A. M., George Washington University.....	Hyattsville, Md.
McLaughlin, Virginia, A. B., Agnes Scott College; A. M., Columbia University.....	Washington, D. C.
Maiden, Arthur L., A. B., Bridgewater College; B. D., Bonebrake Seminary.....	Dayton, Va.
Manning, Marguerite, A. B., Goucher College; A. M., Columbia Univ.,	Washington, D. C.
Manross, Lottie (Special student).....	Washington, D. C.
Mayer, Mrs. Willa C., A. B., A. M., Johns Hopkins Univ.....	Baltimore, Md.
Metcalf, Robert W. (Special student).....	Washington, D. C.
Meyer, Helena M. (Special student).....	Washington, D. C.
Milliken, Florence, A. B., A. M., George Washington University,	Washington, D. C.

- Mitchell, Ollie C., A. B., West Va. Wesleyan; B. D., Garrett Biblical Institute Waterford, Va.
- Miyakawa, Funao (Special student).....Japan
- Mitchell, Alethea W. (Special student).....Washington, D. C.
- Moler, Bernice V., A. B., University of Maryland.....Washington, D. C.
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- Munkwitz, Richard C., B. S., M. S., Univ of Illinois.....College Park, Md.
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- Naylor, Estill E., A. B., A. M., George Washington University,
Washington, D. C.
- Nipe, Merlin H., A. B., American University.....Washington, D. C.
- Norris, Frederick W., A. B., Texas Christian University; M. D., Texas
University.....Washington, D. C.
- O'Brien, Joseph F., S. B., Boston University; University of Chicago,
Baltimore, Md.
- Ogg, Mrs. Mary P. (Special student).....Washington, D. C.
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Philadelphia, Pa.
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Washington Grove, Pa.
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- Preinkert, Alma H., A. B., George Washington Univ.; A. M. Univ. of
Maryland.....Washington, D. C.
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M. A., George Washington Univ.,Washington, D. C.
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- Price, E. Morgan, B. S., Oregon State College.....Washington, D. C.
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Washington, D. C.
- Rankin, Jeanette (Special student).....Missoula, Montana
- Ranow, George R., A. B., Valparaiso Univ.; A. M., Columbia Univ.,
Washington, D. C.
- Reed, Spencer H., Ph. B., Lafayette College (Pa.); M. A., American
University.....Washington, D. C.
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Washington, D. C.
- Roberds, Frances E., A. B., Ohio Wesleyan Univ.....Washington, D. C.
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Washington Univ.; Ph. D., American University.....Washington, D. C.

Royston, Reginald, B. Sc., Ohio State University.....	Alexandria, Va.
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Russell, Willis, A. B., Wesleyan Univ.; A. M., American University, Gorham, Me.	
Sarles, Ruth, A. B., Denison Univ.....	Norwood, Ohio
Saunders, James A. (Special student).....	Washington, D. C.
Schaal, Eugene A., A. B., Lawrence College; A. M., Northwestern University.....	Baltimore, Md.
Schnidt, Lydia M. (Special student).....	Washington, D. C.
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Shaw, Carroll, A. B., Oberlin; A. M., Syracuse.....	Berea, Ky.
Shelledy, Frederick H., B. S., Univ. of Missouri; A. M., George Wash- ington University.....	Washington, D. C.
Sherbondy, Donald, A. B., Ohio Wesleyan University.....	Dawson, Pa.
Smith, Henry John, A. B., Colgate University.....	Washington, D. C.
Smith, Irving M. Scott, A. B., Leland Stanford.....	San Francisco, Calif.
Smith, Walter Harold, B. S., North Carolina State College, Washington, D. C.	
Smith, Ralph D., B. D., Drew Theological Seminary; A. M., American University.....	Washington, D. C.
Spanton, William, A. B., B. S., Ohio State Univ.; A. M., Brown Univ., Washington, D. C.	
Stadler, Robert B., A. B., A. M., George Washington University, Washington, D. C.	
Stansfield, Edgar, A. B., LL. B., Univ. of Colorado.....	Denver, Colo.
Statham, Henry G., A. B., Syracuse; A. M., Univ. of Illinois, Washington, D. C.	
Steck, Leon J., B. S., Armour Inst. of Technology.....	Washington, D. C.
Steinmeyer, Reuben G. (Special student).....	Washington, D. C.
Stewart, Florence D., A. B., Barnard College; A. M., American Univ., Washington, D. C.	
Stewart, Margaret, LL. B., LL. M., Washington College of Law; A. B., George Washington Univ.; A. M., American Univ.....	Washington, D. C.
Stiles, Edith F. (Special student).....	Washington, D. C.
Stoddard, Blanche H. (Special student).....	Washington, D. C.
Stone, Mayer B., A. B., A. M., Little Rock College.....	Washington, D. C.
Stowell, Mrs. Ellery C. (Special student).....	Washington, D. C.
Stucky, Harry J., A. B., A. M., West Virginia Univ.....	Washington, D. C.
Swanson, Herbert B., B. S., M. S., Iowa State College.....	Washington, D. C.

- Taliaferro, Julia C., A. B., A. M., George Washington University,
Rosslyn, Va.
- Taylor, Adeline H., A. B., Smith College.....Washington, D. C.
- Teu, Sanford B. II., A. B., Univ. of N. C.; LL. B., George Washing-
ton University.....Washington, D. C.
- Thrasher, Anne N. (Special student).....Washington, D. C.
- Townsend, Helen E., A. B., Mount St. Agnes College.....Washington, D. C.
- Trent, Adelaide R., A. B., A. M., George Washington Univ.....Rosslyn, Va.
- Turner, Mamy S., B. S., St. Teachers College, Harrisonburg, Va.,
Stone Mountain, Va.
- Venske, Walter J., B. S., College of Agr., Univ. of Minnesota,
Alexandria, Va.
- Voigt, George Q., B. S., Massachusetts Inst. of Technology; M. S.,
American University.....Washington, D. C.
- Voorus, Robt. A., A. B., George Washington Univ.....Washington, D. C.
- Waldron, Frances W., B. S., State Teachers College, Mansfield, Pa.,
Washington, D. C.
- Wallace, Sarah A., B. S., Univ. of Chicago; A. B., George Washington
Univ.; Ph. D., American University.....Washington, D. C.
- Walter, Arthur H., LL. B., LL.M., George Washington University,
Washington, D. C.
- Waltz, George F., B. S., Gettysburg College; LL. B., American Exten-
sion Univ.; A. M., American University.....Washington, D. C.
- Warner, Kenneth O. (Special student).....Seattle, Wash.
- Watt, Merrill W., B. S., Kansas St. Agr. College.....Washington, D. C.
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- Welsh, Claribel P., B. S., Michigan State College.....College Park, Md.
- Welsh, Mark F., D. V. M., Michigan Agr. College; B. S., Michigan
State; M. S., Univ. of Maryland.....College Park, Md.
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- Whitcomb, Emeline S., B. S., A. M., Columbia Univ.....Washington, D. C.
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of Illinois.....Washington, D. C.
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- Williford, Imogene, B. P. S., American University.....Washington, D. C.
- Wilson, George H., A. B., Univ. of Alabama.....Washington, D. C.
- Wilson, Lee Ross, B. S., A. M., American University.....Washington, D. C.
- Wilson, Mary E., A. B., Univ. of Richmond.....Washington, D. C.
- Wright, Willard H., D. V. M., George Washington University,
Washington, D. C.
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Washington, D. C.
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INDEX

	PAGE
Academic credits	23
Administrative officers	4
Admission requirements	23
Admission to candidacy	23-24
Buildings	17
Calendar of academic year	2
Departments	30
Economics	48-58
Education and Psychology	59-64
Fees	27
Fellowships	28
Fine arts	65
Fraternities	29
General information	15-29
Government	44-47
Graduate Board	4
History	39-43
History of university	8
International Law and Relations	35-38
Libraries	17-20
Map of Washington, D. C.....	3
Officers of instruction	9-14
Philosophy	32-34
Physical Sciences	66
Registration	23
Requirements for degrees	24-27
Research facilities	17-22
Sororities	29
Students, list of	68-74
Thesis, preparation of	25-27
Trustees, Board of	5- 6
Committees of	7
Officers of	5
University cabinet	4

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